



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

ANNUAL REPORT

1st September 2003- 31st August 2004



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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 grounds and buildings remain Government property and its Board of Governors, representative of various educational interests, is directly appointed by the Minister with responsibility for Employment and Learning in Northern Ireland. A register of interests of Board members is available for inspection on application to the Clerk of the Board. New legislation on governance arrangements and incorporated status is currently awaited and in the meantime the existing Board, with some changes in membership, has had its term of office extended. 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'.

BOARD OF GOVERNORS (2003-04)

Chair

Prof. Don McCloy, OBE BSc (Hons) DIC MSc PhD DSc DUniv LLD CEng FIMechE
(resigned June 2004)

Members

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

Dr. Aine Downey, MA PhD

Edward B. Ferguson, BA

Dr. Desmond Hamilton, BSc MA PhD

Dr. Ruth Leitch, MA MSc PhD

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*

Mrs. Heather McClelland, BEd DASE

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

Mrs. Alexandra I. McWilliams, BEd MA(E)AdvCertLit&Num - *Staff Governor*

Ms. Naomi Campbell, BEd - *Student Governor*

Sister Anne O'Shea, OBE BA MEd HDipEd DipRE - *Vice Chair of Board*

Gordon Topping, OBE BA MSc MBA DipEd - *Chair, Audit Committee*

Assessors

Ms. Celia Chambers, BSc MSSc - *Dept. for Employment and Learning*

C. Vivian McIver, CBE BA DipEd - *Education and Training Inspectorate*

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 2003-04

- Initiation of a consultation process hopefully leading to the incorporation of the University College.
- Progress made with the preparations for the replacement of the Orchard Building, with a 2007 completion date as a target.
- Development of a new, classroom-focused, part-time Masters degree for teachers – Master of Teaching (M. Teach) for launch in September 2004.
- Preliminary planning undertaken for the introduction in due course of an MA (Early Childhood Studies) degree.
- Revised BEd Primary and Secondary pathways developed for introduction in September 2004.
- Ongoing work on the modularisation of the University College's two PGCE programmes – Early Years and Educational Psychology.
- Ongoing exploration of possible partnerships with the FHE sector in relation to the introduction of a Foundation Degree in Early Childhood Studies.
- Clarification of the concept of academic integration with QUB.
- 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.
- Establishment of a C2K computer suite for BEd (Primary) students.
- Expanded use of Queen's On-line (QOL) for delivery of courses through 'blended learning'.
- Continued efforts to promote partnership with schools.
- Implementation of an action plan to enhance preparation of BEd students in relation to literacy, numeracy, ICT and classroom management.
- 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).
- Continued efficient recruitment of extremely high quality students to all programmes.
- Disabled access and fire safety improvements to the Main Building and the Refectory.
- Major refurbishment of the Refectory, now the 'Chatz' restaurant.
- Second and final phase of installation of double glazing in the Halls of Residence.
- New heating controls installed in the Central Building; Lecture Theatre 3 and IT Services accommodation upgraded.
- A range of staff development and reward initiatives implemented, with the assistance of dedicated DEL funding.

- Academic staff appraisal scheme revised for use in the 2004 cycle.
- Continued progress in relation to equality issues and the implementation of the University College's Equality Scheme.
- Significant income generation from conference activity.
- Development of a Creative Arts Residency Project, in association with the Arts Council (NI).
- Varied range of student cultural and sporting activities.
- Updating of the University College's Strategic Development Plan (2004-07).

A REVIEW OF THE YEAR 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, continued during the year under review. However, in June 2004, the Minister for Employment and Learning, Mr Barry Gardiner MP, published for consultation a proposal to incorporate Stranmillis, in line with the position of the other three local HEIs. This will be followed by a further round of consultation on the details of the legislation, which would then have to be put in place, given the current political situation, by an Order-in-Council at Westminster. Such an outcome would be without prejudice to any long-term resolution of the issues identified in the current, on-going debate on the future shape of teacher education in Northern Ireland, which is referred to in the next section of this report. A new Board of Governors would be established, using the recently introduced procedures for the appointment of public bodies. At last, a way forward on this issue does appear to have emerged, which from the differing perspectives of the existing governors, staff and students is to be welcomed. In the interim, the term of the existing Board of Governors has been extended and some replacement members appointed, including a new Chair – Mr Stephen Costello MBE.

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 2003-04, overseen by a representative Stakeholders Group. A further conference on the key issues was held in Belfast in May and the various studies commissioned by DE and DEL have been progressed. In particular, the GTC (NI) has established working groups to review and make recommendations on the existing teacher education competences and the balance between students' work in the HEIs and in schools and on the future arrangements for the continuing professional development of teachers (CPD) in Northern Ireland. Independent consultants, David Taylor and Rod Usher, have been commissioned by DEL to analyse and make recommendations to the Stakeholders Group on perhaps the most important and sensitive matters – demographic trends and teacher demand, the benchmarking of the unit costs of ITE in NI against those in Great Britain, the impact of diversification on the two university colleges, the condition and use of the

ITE estate and possible alternative models of initial teacher education. CCEA is undertaking work on the implications for teacher education of the roll-out of the revised NIC from 2006-07 onwards. A further conference to review progress has been tentatively scheduled for the autumn of 2005. It remains my firmly-held view that this inevitably will be a long-term rather than a short-term process and that there are significant political and policy issues to be addressed by the two Departments. There would also appear to be a relationship between the proposed incorporation of Stranmillis (which needs to be given a fair wind to ensure successful implementation) and the wider teacher education debate. While they can be viewed as entirely separate processes, inevitably they do impact upon each other. This is clearly one of the policy issues that needs to be addressed by Government.

THE ORCHARD PROJECT

Relatively slow progress was made during 2003-04 in relation to the proposed new building on the Orchard site. Most attention was directed to identifying, in consultation with DEL and DFP, the best way forward with regard to procurement. These matters have now been resolved and the design and planning approval processes can once again move ahead, with 2007 still remaining the target date for completion.

NEW PROGRAMMES

Following consultation with relevant stakeholders and the securing of academic approval from QUB, an exciting and innovative Master of Teaching (M.Teach) part-time degree for serving teachers will be rolled out from September 2004. Modelled on similar initiatives in North America, Australia and at the Institute of Education, University of London and Moray House School of Education, Edinburgh University, this pathway is very much focussed on what happens in the classroom, set against a relevant background of reflection, reading and research at Masters level. It is the first of its kind in Northern Ireland and will hopefully appeal particularly to less experienced teachers who see their immediate future as lying in the classroom, as opposed to management and administration. The M.Teach will promote a professional discourse amongst a 'critical community' of learners. There will be a strong emphasis on a blend of face-to-face contact and electronic delivery to support this. Some consideration has also been given to the development of an MA (Early Childhood Studies) for possible introduction in September 2006. This would provide a complementary progression route for the existing BA (ECS).

A great deal of work during 2003-04 was devoted to revising the BEd (Primary) and (Secondary) pathways, partly as a response to the overhaul of

the Northern Ireland Curriculum and in anticipation that the Minister would approve the recommendations on this matter made to him by CCEA. An announcement in June confirmed this expectation. Revised pathways, to allow for greater flexibility and student choice in the context of the two semester system, will be phased in for Year One and Year Three students from September 2004.

Work is ongoing in relation to the full modularisation of the PGCE programmes for Early Years specialists and intending educational psychologists. Consideration is also being given to the development of a progression route for a Foundation Degree (FD) in Early Childhood Studies, which the North Down and Ards Institute (NDAI) and the North West Institute (NWIFHE) would like to introduce, assuming DEL approval.

RELATIONSHIP WITH QUB

In the **Annual Report** for 2002-03, I referred to the decision by Queen's University that academic integration notwithstanding, the two university colleges, for the purposes of the QAA institutional audit, should be treated as collaborative partners, rather than as full members of the QUB academic family. I also indicated that this situation was regarded by both Stranmillis and DEL as less than clear or satisfactory, appearing as it did to run counter to the concept of academic integration. The University had also indicated that both university colleges would have to take direct responsibility for supplying institutional data and information to the HERO website as part of the Teaching Quality Information (TQI) initiative, resulting from the Cooke report. QUB has since reversed both of these decisions. As a consequence, Stranmillis has been drawn into the QAA's institutional audit of QUB in December 2004, at least to some extent. The University will now provide assistance to both university colleges in relation to TQI developments.

RESEARCH POLICY

Following the deliberations of the review group, chaired by Sir Gareth Roberts, the nature and methodology of the next Research Assessment Exercise (RAE), due in 2008, has been announced by Government. The University College is in the process of redrafting and refining its overall Research Strategy, with a view to a possible entry in 2008. Further discussions with the QUB Research Committee are scheduled to take place in the coming academic year on this issue.

ICT/E-LEARNING

In the last **Annual Report**, I noted that the prospects of securing funding from DEL and DE to provide dedicated Classroom 2000 (C2K) laboratories for initial teacher education students in each of the four local HEIs looked promising. I am glad to be able to report that this long-standing need has at last been partially satisfied, with the provision of funding for access to the C2K primary school provision through, in the case of Stranmillis, the conversion of a seminar room in the Central Building to house a 20 work station laboratory, which became available to students from September 2004. The issue of catering for post-primary BEd students is still outstanding. Additional funding for this purpose may become available in 2005.

The introduction of the revised BEd in September 2004 has created an excellent opportunity to continue to extend the use of the Queen's On-line (QOL) managed learning portal. Staff training in relation to this process is ongoing. As noted above, the new Master of Teaching part-time degree pathway will be delivered through 'blended learning'.

An E-learning Development Officer (Chris Reid) has been appointed to assist with these developments.

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 27 January and 29 January 2004. This event provided a useful opportunity for our teacher partners to make an input into the planning and organisation of school-based work within the revised BEd degree pathways. Extensive consultations also took place during the year with students on proposed changes to the structure and timing of school-based work blocks and these changes were modified somewhat to meet student concerns. Students were also invited to participate in the debate at the two partnership days.

EDUCATION AND TRAINING INSPECTORATE

As promised, the University College implemented an action plan based on a self-evaluation process in 2003-04 to address the limited number of areas for

improvement highlighted in the ETI's 2000-02 survey of how the College's provision for initial teacher education students in relation to English/ literacy, mathematics/ numeracy, ICT and classroom management is contributing to school improvement. A report on progress in achieving the targets set out in the action plan was made to the ETI in early 2004.

During the first six months of 2004, the ETI's specialist inspector for special needs conducted a small-scale survey across the four Northern Ireland HEIs to evaluate the preparation of students for teaching pupils with special needs. The report on the survey is not yet available.

PARTNERSHIP WITH OTHER BODIES AND ORGANISATIONS

As in recent years, Stranmillis has continued to work collaboratively with a range of external bodies and partners, for example through staff involvement with the Universities Council for the Education of Teachers (UCET), the Advisory Committee for the Professional Qualification for Headship (PQHNI), the Steering Committee of the Standing Conference on Teacher Education, North-South (SCoTENS) and the DE Planning for the Implementation of Curriculum Support (PICS) Group, more recently renamed the Planning for Improvement in Learning Strategy (PILS) Group.

Mae Watson and Les Caul, in an individual capacity, respectively sit on the Northern Ireland Council for Curriculum and Assessment (CCEA) and the CCEA's Curriculum Committee, while Barbara Erwin is actively involved as an auditor for the Quality Assurance Agency (QAA) and with the Women's National Commission and the QUB Women's Forum. More recently, Mae Watson has joined the Board of Directors of the Northern Ireland Regional Area Network (NIRAN), while Les Caul has been appointed by UCET to the Northern Ireland General Teachers' Council (GTC) and as a QAA auditor.

The existing contractual training partnership with the Police Service of Northern Ireland (PSNI) continued in 2003-04, with a further group of Community Beat officers undertaking the Certificate in Working with Schools, provided by the College and directed by Maurice Blease. Inputs were provided to the course by the Vice-Chair of the Policing Board, Dennis Bradley and the Oversight Commissioner, Al Hutchinson.

The partnership with the Ulster-Scots Agency was further enhanced during 2003-04. Additional funding was secured from the Agency which enabled an Ulster-Scots Curriculum Development Unit, with Hilary Avery as its director, to be established. Its remit is to complete the existing project for

primary pupils and to undertake a project for post-primary pupils and a language project for adults. Four teachers are currently seconded to undertake these tasks – Carol Baranuik, Andrea Gilbert, Linda Hagan and Jim Millar. In addition a Research Officer, Emma Fitzgerald, has been appointed to provide general support. Representatives of the Unit have been invited to contribute papers to a considerable number of international academic conferences and events. Full details of the work of the Unit can be found on the Agency's web-site (<http://www.info@ulsterscotsagency.org.uk>).

During 2003-04 the Farmington Institute supported the secondments of two post-primary teachers to the College – Derek Irvine and Fiona Templeton – to undertake curriculum development work in the subject area of Religious Education for their respective schools.

The College has continued to support Young Enterprise Northern Ireland's activities in primary schools, through student volunteer assistance, co-ordinated by Brian Cummins of Education and also the delivery of the Professional Qualification for Headship (PQHNI).

INTERNATIONAL OUTREACH

Student Mobility

The University College continued to be involved in the SOCRATES-ERASMUS student mobility programme in 2003-04 and an impressive total of twenty-nine students were outwardly mobile under the ERASMUS scheme for three months in the second semester. All of the students attended classes in host institutions and completed a period of work placement. The destination countries were Denmark, Finland, France, Hungary, Malta, the Netherlands and Sweden. Some twenty-six students from European partner institutions in Denmark, Finland, France, Germany, the Netherlands, Spain and Sweden were inwardly mobile. All of these students attended classes in the College and most of them completed a period of school-based work. In addition, eleven students from the University of León in Spain were hosted for a three-month period, which was entirely devoted to work in schools.

The University College, as noted elsewhere, is the lead partner in the global Children at Risk in Education (CARE) Project, funded by the EU and the US government, and under its auspices nine American students from three universities (South-Eastern Missouri State University (SEMO), Coastal Carolina University and Central Florida University) spent three months at Stranmillis, participating both in taught sessions and in school-based work.

As part of the same project, three Stranmillis students each worked at the American institutions. Two American students from SEMO spent a shorter period in Belfast independently of the CARE arrangements.

Short periods of international school-based work were undertaken by four Stranmillis students at the University of Port Elizabeth (South Africa), by twelve Stranmillis students in the Dublin area and by five South African students and a group of RoI students based at Stranmillis.

Three Stranmillis staff undertook teaching visits to the University of León in Spain and four staff were involved in exploratory visits to institutions in China (Guangzhou and Hong Kong), Zambia and Uganda. Visiting tutors from Finland, Germany, the Netherlands and the USA were hosted by Stranmillis at various times during the year, along with fact-finding delegations from the Hong Kong Institute of Education and South China Normal University, Guangzhou.

It is anticipated that student exchanges in 2004-05 will include China, Uganda and Zambia for the first time.

INTAKES TO THE COLLEGE 2003-04

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 Secondary places. The number admitted to the BEd Primary pathway was 156 students while 41 students were admitted to the BEd Secondary Pathway.

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.

The number of applicants has increased by 24% on the 2002 figure. Standing at 1286, this figure represents the largest number of applicants since 1994.

Because of the current interest in a possible undersupply of Post-primary teachers, Table 1, for the first time, provides a breakdown of applicants by phase. Therefore a comparison of applicants with 2002 in relation to this issue is not possible.

The number of male entrants has increased significantly from 29 in 2002 to 45 in 2003. It can also be noted that a greater proportion of males have entered the Primary BEd than the Secondary BEd.

Table 1 General Analysis of Applicants to the BEd Degree Course

	2003						2002		% change	
	Applicants			Entrants			Applicants	Entrants	Applicants	Entrants
	Pr.	Sec.	Total	Pr.	Sec.	Total				
Men	227	59	286	26	19	45	202	29	+42%	+55%
Women	840	160	1000	130	22	152	832	168	+20%	-10%
Total	1067	219	1286	156	41	197	1,034	197	+24%	0%

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 number of applications for each subject has increased slightly (with the exception of History which has remained steady). It is particularly rewarding to see that the number of entrants to Music has increased from 6 in 2002 to 13 in 2003. The increase in the number of entrants to Technology and Design has also been encouraging (from 6 to 13). The last year in which the T & D intake entered double figures was 2000.

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	102 (+16)	56	32	14	0	14
English	198 (+47)	120	62	16	0	16
Geography	155 (+11)	89	49	17	0	17
History	112 (0)	64	37	11	0	11
CIT	128 (+19)	78	35	14	1	15
Mathematics	60 (+6)	28	20	12	0	12
Music	68 (+24)	32	23	11	2	13
PE	229 (+24)	152	57	19	1	20
Religious Studies	158 (+29)	97	40	20	1	21
Science	112 (+16)	55	40	17	0	17
Total	1322	771	395	151	5	156
BEd Secondary						
Business Studies	108 (+16)	49	42	14	3	17
Religious Studies	83 (+26)	35	37	10	1	11
Tech & Design	41 (+9)	12	16	11	2	13
Total	232	96	95	35	6	41
Total Primary & Secondary	1554	867	490	186	11	197

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 University College welcomes applicants who possess qualifications which are alternative to GCE A-level. The number of entrants to the BEd in this category has increased by 9 in the past year and most of the growth has been in students undertaking ACCESS courses, who are, by definition, mature students.

Table 3 Academic Quality of Entrants

	Men		Women		Total	
	Pr.	Sec.	Pr.	Sec.	Pr.	Sec.
4 A-Levels	1	0	3	0	4	0
3 A-Levels + 1 AS-Level	11	2	43	6	54	8
3 A-Levels	5	10	58	8	63	18
2 A-Levels + 2 AS-Levels	1	0	0	0	1	0
2 A-Levels	0	1	0	0	0	1
Alternatives	8	6	26	8	34	14
Total	26	19	130	22	156	41

Table 4 Breakdown of Alternatives

	Men		Women		Total	
	Pr.	Sec.	Pr.	Sec.	Pr.	Sec.
Vocational A-Levels	3	4	15	6	18	10
HND/HNC	0	2	1	1	1	3
BTEC National Diploma	3	0	2	0	5	0
Access/Foundation	2	0	4	0	6	0
Irish Leaving Cert	0	0	3	1	3	1
Other (Open University)	0	0	1	0	1	0
Total	8	6	26	8	34	14

A-level Points Scores of Entrants

Table 5 illustrates the average A-level points score for each subject within the BEd and the overall average points score for Primary and Post-primary Entrants. The average primary score has remained very high at 26 points, whilst the average secondary score is still impressive. There is a continuation of the trend for entrants to take one additional AS level and this appears to have increased the overall points score in the past two years.

Table 5 A-level Points Scores of Entrants (A=10, B = 8, C = 6, D=4, E=2)

Subject	Average Score	% of Entrants with Score of 20+
Primary		
Art	26	100%
English	28	100%
Geography	28	100%
History	26	100%
IT	23	100%
Mathematics	27	82%
Music	24	89%
Physical Education	24	92%
Religious Studies	27	100%
Science	27	100%
Average Primary	26 (26)*	96.3% (99%)*
Secondary		
Business Studies	21	60%
Religious Studies	24	78%
Technology & Design	17	60%
Average Secondary	21 (23)*	66% (88%)*

*Average 2002

Interview Ratings of Entrants

The highest possible score on interview was 28 points (7 categories with a maximum of 4 points for each). 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.	Sec.	Pr.	Sec.	Pr.	Sec.
25+	20	13	107	11	127	24
20-24	6	6	21	8	27	14
15-19	0	0	2	3	2	3

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.	Sec.	Pr.	Sec.	Pr.	Sec.	
Belfast	4	2	20	6	24	8	+15
Co Antrim	9	4	35	4	44	8	-3
Co Armagh	3	3	18	3	21	6	-7
Co Down	5	4	30	5	35	9	-2
Co Fermanagh	2	0	1	0	3	0	-4
Co Londonderry	1	3	13	0	14	3	-3
Co Tyrone	2	3	10	3	12	6	+6
Republic of Ireland	0	0	3	1	3	1	-1
Total	26	19	130	22	156	41	

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.	Sec.	Pr.	Sec.	Pr.	Sec.	
Grammar	16	12	101	13	117	25	-6
Secondary	1	4	11	6	12	10	+2
Further Education	9	3	18	3	27	6	+4
Total	26	19	130	22	156	41	

Results of Applications from Mature Students

Mature students represent 7% of student intake to the BEd.

Table 9 Age Bands of Entrants

Age Band	Men		Women		Total	
	Pr.	Sec.	Pr.	Sec.	Pr.	Sec.
Under 21	23	16	123	22	146	38
21-24	1	2	2	0	3	2
25 and over	2	1	5	0	7	1
Total	26	19	130	22	156	41

Table 10 Educational Attainment of Successful Mature Students

	Men		Women		Total	
	Pr.	Sec.	Pr.	Sec.	Pr.	Sec.
2 A-Levels	0	1	0	0	0	1
Access	2	0	4	0	6	0
HND	0	2	1	0	1	2
BTEC	1	0	1	0	2	0
Open Univ.	0	0	1	0	1	0
Total	3	3	7	0	10	3

Key Skills

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

Table 11 Students with Key Skills qualifications at Level 3

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

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

The BA (ECS) continues to attract a large number of applications. As a result, market forces have resulted in the average grades at A-level rising to 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 12 Applicants to the BA (Hons) Early Childhood Studies Degree Course

	2003		2002		Change	
	Applicants	Entrants	Applicants	Entrants	Applicants	Entrants
Men	5	0	3	0	+2	0
Women	411	49	487	46	-76	+3
Total	416	49	490	46	-74	+3

Table 13 Number of Applications and Entrants

	Applications (change in brackets)	Unsuccessful	Declined	Entrants Main Scheme	Entrants Clearing	Total Entrants
Early Childhood Studies	416 (-74)	269	98	46	3	49

Table 14 Academic Attainment of Entrants

Entrants to Year 1	Entrants	Notes
A-Levels Vocational A Levels	20 7	Average score of 21
Alternative Qualifications: BTEC Nat. Dip. and Certificate CACHE Diploma and Advanced Diploma HND/HNC Irish Leaving Cert.	15	
Entrants to Year 2		
Alternative Qualifications	7	CACHE HND Dip. Higher Education

Table 15 Types of Schools from Which Entrants Have Come

	Men	Women	Total
Grammar	0	23	23
Secondary	0	5	5
Further Education	0	21	21
Total	0	49	49

Table 16 Age Bands of Entrants

Age Band	Men	Women	Total
Under 21	0	38	38
21-24	0	7	7
25 and over	0	4	4
Total	0	49	49

Table 17 Geographical Distribution of Entrants

	Men	Women	Total
Belfast	0	13	13
Co Antrim	0	8	8
Co Armagh	0	1	1
Co Down	0	9	9
Co Fermanagh	0	2	2
Co Londonderry	0	11	11
Co Tyrone	0	3	3
Republic of Ireland	0	2	2
Total	0	49	49

BSc (Hons) Health and Leisure Studies

This is the only programme in the University College for which there is a larger number of male than female applicants. 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 39 entrants, 7 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 18 General Analysis of Applicants

	2003		2002		Change	
	Applicants	Entrants	Applicants	Entrants	Applicants	Entrants
Men	87	19	94	18	-7	+1
Women	82	20	104	14	-22	+6
Total	169	39	198	32	-29	+7

Table 19 Number of Applications and Entrant

	Applications (change in brackets)	Unsuccessful	Declined	Entrants Main Scheme	Entrants Clearing	Total Entrants
Health & Leisure Studies	170 (-28)	61	70	35	4	39

Table 20 Academic Attainment of Entrants

Entrants to Year 1	Entrants	
A-Levels	22	With an average score of 17
Vocational A Levels	3	
Alternative Qualifications HND, BTEC National Diploma	7	
Entrants to Year 2	Entrants	
Alternative Qualifications	7	6 HND 1 Access

Table 21 Types of Schools from Which Entrants Have Come

	Men	Women	Total	Change
Grammar	12	5	17	+4
Secondary	0	3	3	0
Further Education	7	12	19	+3
Total	19	20	39	

Table 22 Age Bands of Entrants

Age Band	Men	Women	Total
Under 21	13	13	26
21-24	6	6	12
25 and over	0	1	1
Total	19	20	39

Table 23 Geographical Distribution of Entrants

	Men	Women	Total
Belfast	3	3	6
Co Antrim	6	5	11
Co Armagh	3	2	5
Co Down	3	6	9
Co Fermanagh	1	2	3
Co Londonderry	0	1	1
Co Tyrone	3	1	4
Total	19	20	39

Disability

Table 24 has been included for the first time in this report. 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 24 Entrants to undergraduate degree programmes who have declared a disability on their UCAS form

Disability (by UCAS definition)	Entrants 2003			Current Students
	BEEd	ECS	HLS	All UG Programmes
1: You have a specific learning difficulty (for example, dyslexia)	1		1	5
2: You are blind or partially sighted				
3: You are deaf or hard of hearing				1
4: You use a wheelchair or have mobility difficulties				1
5: You have Autistic Spectrum Disorder or Asperger Syndrome				
6: You have mental health difficulties				
7: You have a disability that cannot be seen, for example, diabetes, epilepsy or a heart condition	1			6
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	1			1

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. For the first time in 3 years, there was a male entrant to the PGCE (Educational Psychology) option.

Table 25 PGCE Educational Psychology applicants - Results

	Men	Women	Total
Accepted	1	19	20
Withdrawn	0	14	14
Unsuccessful	6	45	51
Total	7	78	85 (+6)*

* change in brackets

Table 26 PGCE Educational Psychology – University of first degree

University	Numbers
QUB	9
University of Ulster	8
University College Dublin	1
Trinity College Dublin	1
University of Glasgow	1
Total	20

Table 27 PGCE Educational Psychology – Degree Classification

Degree Classification	Numbers
1 st	3
2.1	17
Total	20

Table 28 PGCE Early Years applicants – Results

	Men	Women	Total
Accepted	0	20	20
Withdrawn	0	7	7
Unsuccessful	8	219	227
Total	8	246	254 (+10)*

* change in brackets

Table 29 PGCE Early Years – Undergraduate Degree Profile

Degree Content	Numbers
Early Childhood Studies	17
Combined Humanities	1
Economic & Social History	1
Social Work	1
Total	20

Table 30 PGCE Early Years – University of first degree

University	Numbers
Stranmillis University College	15
QUB	1
University College Worcester	2
Birmingham University	1
Hogeschool van Amsterdam (& QUB)	1
Total	20

Table 31 PGCE Early Years – Degree Classification

Degree Classification	Numbers
1 st	3
2.1	16
Degree (EU) + PG Dip in Social Work (QUB)	1
Total	20

Part-Time Undergraduate Degree

BA (Hons) Early Childhood Studies

The number of applicants has increased slightly on the 2002 figure. However, it is difficult to attract a significantly large application base for the Omagh Campus so that high calibre candidates can be selected. If it were not for the 6 students who articulated into Year 2 of the degree at Omagh, questions of viability would have been raised.

Only two of the 36 entrants to this part-time degree were under 21 years of age and no entrant had traditional GCE A-level qualifications. All entrants 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	
	2003	2002	2003	2002
Applicants	133	115	67	53
Entrants Year 1	19	14	6	9
Articulation: Year 2	5	6	6	3
Total	24	20	12	12

Table 33 Age Bands of Entrants (Stranmillis and Omagh)

Age Band	Men	Women	Total
Under 21	0	2	2
21-24	0	4	4
25 and over	0	30	30
Total	0	36	36

Table 34 Academic Attainment of Entrants (Stranmillis and Omagh)

Entrants to Year 1	Entrants
A-Levels	3
Alternative Qualifications: CACHE Diploma and Advanced Diploma BTEC, HND/HNC, NVQ, FETAC	22
Entrants to Year 2	
Alternative Qualifications	11

Table 35 Breakdown of Alternatives

	Men	Women	Total
HND/HNC	0	10	10
NVQ Level 3	0	3	3
BTEC National Diploma	0	3	3
CACHE Diploma	0	5	5
CACHE Advanced Diploma	0	10	10
FETAC Level 3	0	1	1
NNEB	0	1	1
Total	0	33	33

Table 36 Geographical Distribution of Entrants

	Men	Women	Total
Belfast	0	10	10
Co Antrim	0	4	4
Co Armagh	0	4	4
Co Down	0	5	5
Co Londonderry	0	4	4
Co Tyrone	0	5	5
Co Fermanagh	0	3	3
Rep. Of Ireland	0	1	1
Total	0	36	36

General Comments

- (a) The intake quota was more than achieved in respect of the BEd Primary Pathway. The BEd Secondary Pathway continues to provide a challenge despite a concentrated effort to attract more teachers of Technology and Design. The overall figure for both pathways comfortably sits within the total allocation of 200 places for ITE within the University College. This outcome presents a significant annual challenge.
- (b) Whilst the UCAS tariff is acknowledged and used in publicity materials as a guide, offers continue to be made in terms of grades at GCE A-level (or equivalent). This permits a limited braking mechanism in August if,

upon the publication of results, the University College appears to be running significantly in excess of the intake quotas.

- (c) Academic quality to the BEd continues to remain very high. Teacher Training Agency (TTA) profiles of Best Performing Institutions in England would suggest that Stranmillis continues to be marginally ahead of these other providers in terms of the academic quality of entrants.
- (d) Male entrants to the Primary BEd represent 17% of the Primary intake, compared with 9% in 2002. This is ahead of the 13% figure published by the TTA for the total male intake to Primary teacher training in England in 2003-04. The only BEd subject area in which there is not a male is English. Physical Education has attracted 8 males.
- (e) A decision was taken in February 2003 to withdraw Dramatic Art with English from the BEd. This decision was handled very carefully and schools and candidates were informed immediately that there would not be an intake in September 2003 but that every effort would be made to cater for applicants who had included DAE on their application form through alternative choices. We are now confident that no student has been disadvantaged by this decision. At the same time as the announcement was made about DAE, schools were also informed of the University College's decision to discontinue CIT as a specialist subject in the Primary BEd from September 2004. Again, alternative arrangements have been put in place to support the cohort of Lower VI students who may have embarked on relevant courses in preparation for entry through CIT in September 2004.
- (f) The University College states in the Prospectus that Key Skills are welcomed and that applicants are encouraged to acquire them. However, the number of entrants with a Key Skills qualification is still a small proportion of the overall intake (Table 11). It would appear that uptake of Key Skills in our schools is still problematic. This trend is replicated in other parts of the UK.
- (g) Interest in the two PGCE options within the University College continues to be extremely healthy and 40 high quality students were enrolled.
- (h) 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 ECS degree is

so much in excess of the number for the BSc Health and Leisure Studies and can only be achieved through a small reduction in academic grade requirements in the case of the latter. In the current year, the average GCE A-level score for the BA is 21 points (approx BBC), against 17 for the BSc (approx CCC).

- (i) The BA (Early Childhood Studies) Part-time option continues to be popular particularly with mature students. 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.
- (j) Curriculum 2000 continues to pose problems and challenges to schools and higher education. This is one reason for the current Tomlinson review of post-16 level qualifications. However, the University College has continued to strive to sustain a high quality recruitment and admissions service which provides clear, fair, explicit and consistently applied decisions. One key Performance Indicator is the lack of formal appeal or legal challenge either in terms of professional decisions or admissions processes. This is a significant achievement in a Higher Education climate which is so competitive.
- (k) Disability. For the first time, a table has been provided showing students who have declared a disability on their UCAS Form (Table 24). Included in this are the number of students on all current undergraduate programmes who have declared a disability at this stage. One group who give some cause for concern, particularly in respect of initial teacher education, are those students who have dyslexia. It would appear that a specific support programme is needed for this group of students and the matter is currently under discussion.
- (l) In line with practice in recent years, all decisions confirming offers of places were posted on the Northern Ireland UCAS Decision Service web site and updated daily during August. Most students were placed within one week of publication of results. In addition to applicants accessing results from the web site, principals and careers teachers could also access the web site and receive daily updates of offers to students in their own schools.

THE CAMPUS AND ITS BUILDINGS

The major estates issue during the course of the year 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 2003-04 significant disabled access improvements were made to the Main Building and the Refectory, for example the installation of automatic doors, modified staircases, hearing loops and the lowering of office counters. Similar disabled access and fire safety work has been planned for the Central Building, but DEL funding has only now been confirmed in principle. Fire safety work was also undertaken in the Main Building, including the provision of fire escapes at the rear of the building. Another major estates project in 2003-04 was the refurbishment of the Refectory and servery to create the attractive 'Chatz' restaurant and coffee shop area, which will greatly enhance the student experience. A second and final phase of the project to install double-glazed windows in all of the Halls of Residence was undertaken over the 2004 summer period. The completion of this project potentially extends the life of the buildings for another 15/20 years. An economic appraisal of a scheme to replace the existing, ageing steam boiler heating system in the Halls of Residence has been with DEL for some time. New heating controls were installed in the Central Building and Lecture Theatre 3 was the subject of a complete refurbishment. Accommodation for IT Services in the Central Building was also refurbished and a new staff training area created. Finally, as previously noted, a dedicated C2K computer laboratory was created in what was formerly Seminar Room One in the Central Building.

HUMAN RESOURCES

During the year under review, the College submitted to DEL a revised HR Investment Plan to release funding of £62,500 for 2004-05 under round two of the Rewarding and Developing Staff initiative (HEFCE Circular 01/16). However, this is merely an interim measure, since the College is committed to submitting to DEL a full-scale, revised Human Resources Strategy by 31 December 2004, or as soon as possible thereafter. During the year under review, funding of £162,000 was expended on rewarding and developing staff, for example through the award of discretionary payments under the academic promotions scheme being operated for the first time. This earlier tranche of funding has been mainstreamed for 2004-05, with an inflationary element of 4 per cent added. A one-off sum of £222,500 was also available

in 2003-04 for short-term activities such as conference attendance, staff training etc.

A further revision of the academic staff appraisal scheme was undertaken in time for the 2004 cycle, to bring the College into line with the new QUB biennial approach to the appraisal process.

Finally, the vacant post of Human Resources Assistant was filled during the year through the appointment of Ros Duff.

EQUALITY/ DIVERSITY ISSUES

The annual report to the Board of Governors of the College's Equal Opportunities Officer, Ursula Doherty, in June 2004 drew attention to the continuing progress being made in this important area.

1. Fair Employment Monitoring

Total applications						
All Staff Groups	Male		Female		Totals	
	No.	%	No.	%	No.	%
	99	28	90	25	189	53
Roman Catholic	56	16	78	22	134	37
Not determined	20	5	15	4	35	10
	175	49	183	51	358	100
Applications by category						
Academic	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	15	16	39	42	54	58
Roman Catholic	10	11	21	23	31	34
Not determined	2	2	5	5	7	8
Totals	27	29	65	70	92	100
Admin/Technical	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	50	28	42	23.5	92	51.5
Roman Catholic	34	19	45	25	79	44
Not determined	1	.50	7	4	8	4.5
Totals	85	47.5	94	52.5	179	100

Weekly Paid	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	34	39	9	10	43	49
Roman Catholic	12	14	12	14	24	28
Not determined	17	19	3	3	20	23
Totals	63	72	24	27	87	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 2002 and 2003.

	Goals: % applicants Roman Catholic	Year to Dec. 02 % applicants Roman Catholic	Year to Dec. 03 % applicants Roman Catholic
Admin/Technical	27	43	44
Weekly Paid	32	28	28
Overall (support)	30	40	39

All goals, except that for applications for weekly paid posts, have been met.

- **Comparison between applicant figures between years to December 2003 and December 2002**

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
Total Applications: 2002						
	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	72	13	204	37	276	51
Roman Catholic	62	11	159	29	221	40
Not determined	12	2	36	7	48	9
	146	26	399	73	545	100

32 appointments were made:

	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	2	6	14	44	16	50
Roman Catholic	2	6	9	29	11	35
Not determined	2	6	3	9	5	15
	6	18	26	82	32	100
Appointees by category:						
Academic	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	0	0	8	58	8	58
Roman Catholic	1	7	2	14	3	21
Not determined	0	0	3	21	3	21
Totals	1	7	13	93	14	100
Admin/Technical	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	1	14	3	43	4	57
Roman Catholic	1	14	2	29	3	43
Not determined	0	0	0	0	0	0
Totals	2	28	5	72	7	100
Weekly Paid	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	0	0	3	27	3	27
Roman Catholic	1	9	5	46	6	55
Not determined	2	18	0	0	2	18
Totals	3	27	8	72	11	100

Appointee percentages by community for the year ending December 2003 are summarised below:

	Goal: % appointees Roman Catholic	Year to Dec. 02: % appointees Roman Catholic	Year to Dec. 03: % appointees Roman Catholic
Admin/Technical	27	67	43
Weekly Paid	32	50	55
Overall (support)	30	46	50

All appointee goals have been met.

(c) Workforce Composition

	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	64	29	87	40	151	69
Roman Catholic	18	8	41	19	59	27
Not determined	2	1	6	3	8	4
	84	38	134	62	218	100
Workforce composition by category						
Academic	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	26	34	28	36	54	70
Roman Catholic	8	10	12	15	20	25
Not determined	0	0	4	5	4	5
	34	44	44	56	78	100
Admin/Technical	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	21	31	28	41	49	72
Roman Catholic	6	9	12	18	18	27
Not determined	0	0	1	1	1	1
	27	40	41	60	68	100
Weekly Paid	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	17	24	31	43	48	67
Roman Catholic	4	6	17	24	21	29
Not determined	2	3	1	1	3	4
	23	32	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 the monitoring year to December 2003 was:

Non-Teaching/ Support	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	38	27	59	42	97	69
Roman Catholic	10	7	29	21	39	28
Not determined	2	1	2	1	4	3
	50	36	90	64	140	100

This goal has not been met. The proportion of Roman Catholics in the support workforce has remained at 28%.

Composition of Overall Workforce (over the last decade):

Year	Total	Protestant		Roman Catholic		Not Determined	
		No	%	No	%	No	%
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
1992	216	177	82	35	16	4	2

(d) Promotees

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

There are no goals or targets for promotees.

(e) Leavers

	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	6	24	10	40	16	64
Roman Catholic	5	20	4	16	9	36
Not determined	0	0	0	0	0	0
Totals	11	44	14	56	25	100

There are no goals or targets for leavers.

Affirmative Action Programme

All but one of the College's targets for applications have been met in the monitoring year to 31 December 2003. Only the goal relating to

applications from Roman Catholics for weekly paid posts has not been met. All targets for appointments have been met.

The workforce composition target has not been met. The proportion of Roman Catholics in the College's support workforce remained at 28% in the year to December 2003.

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 year to December 2003.

3. College Equality Scheme

The College's Equality Committee continues to co-ordinate work within the College relating to the Equality Scheme. The collaborative approach, which has been taken from the date of designation by the higher education institutions 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 Equal Opportunities Officer continues to represent the College in 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 is found to have an adverse impact on promotion of equality or through which the College can better promote equality. Each HEI first conducted an initial screening of all of its policies in order to identify those on which an EQIA should be carried out. After completion by each HEI of its initial screening exercise, the HEEC then produced a generic document to summarise the screening process and its outcome in each institution. This "Consultation Document on the Screening of Policies" formed the basis of the consultation process which ended in July 2003.

The aim of the consultation process was to enable individuals and representative groups to comment on the outcome of the initial screening exercise and the schedule of EQIAs. Each HEI also produced its own Consultation Document for use on those occasions when consultees wish to engage directly with one particular institution on matters relevant only to that institution. Comments from consultees were considered and a number of amendments were made to the final screening report which was agreed and issued in February 2004.

The HEEC has now 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.

A number of senior College staff who will be involved in conducting EQIAs received training to help prepare them for this work. An EQIA on Staff Recruitment and Selection is under way at this time.

4. Other information

(a) Legal issues

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

(b) Childcare initiatives

The College was in negotiation with QUB, seeking to secure a degree of access for College staff and students to QUB childcare facilities. A survey was conducted within the College to assess potential demand among both staff and students for childcare places. It was found that there was likely to be some interest, albeit in small numbers, for access to a range of options currently provided by QUB (e.g., crèche, after school provision, summer scheme). [QUB has since indicated that because of the excess of demand over supply within its own workforce and student body, it cannot help].

5. Conclusion

Only two goals in the College's Affirmative Action Programme remain to be met – those for applications for weekly paid posts and for composition of the support workforce.

The next Article 55 review is due for completion in 2005. The College will revisit its affirmative action plan and associated goals during that process. The outcome of the Staff Recruitment and Selection EQIA will be available for the next annual EO report.

The College continues to fulfill 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.

FIRST DESTINATION SURVEY

The annual First Destination Survey of 2003 leavers required by the Higher Education Statistics Agency (HESA), revealed a positive picture, with only 3.58% of former full-time students classified as unemployed (compared with 1.73% in 2002) – the figures for ITE students only were 3.65% (BEd) and 5.88% (PGCE). These statistics are based on a survey response rate of 307 out of 326. The survey included former Masters students for the first time and also provided further evidence of the standing and credibility of the BA (ECS) and BSc (HLS) programmes, since the unemployment rates for these pathways were actually marginally lower than those for the BEd and PGCE. The percentage of former students obtaining permanent, full-time posts was 30.94%, which can be broken down into 32.86% (ECS), 53.60% (HLS), 20.58% (PGCE) and 25.61% (BEd).

CONFERENCES

The University College continues to expand and develop its conference business, attracting external clients from both the public and private sectors. A total of £166,549 of additional income was generated for the College from the hiring of accommodation, as well as significant additional catering/residence income. Regular clients such as the Open University and the Regional Training Unit (RTU) were successfully retained.

REVIEW OF THE BACHELOR OF EDUCATION DEGREE

The major review of both the BEd Primary and Secondary pathways initiated during 2002-03, partly as a response to the changes to the Northern Ireland Curriculum for schools (which will be rolled out from 2006-07 onwards) was brought to a conclusion through a formal validation process, involving external assessors. Revised pathways, to allow for greater flexibility and student choice, have been phased in from September 2004 onwards, with Years One and Three coming on stream simultaneously and with Years Two and Four due to be implemented in 2005-06. New modules have been developed for both pathways and the opportunity has been taken

to make these available electronically through the Queen's On-line learning portal.

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 have been launched or consolidated.

- the continuing presence of Noel Murphy as 'artist-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, which will in the current academic year involve the Polka Children's Theatre ((London) and Mercury Musicals (London), with links to the work of the Belfast Education and Library Board in this area;
- the development of links with amateur theatre companies, with a view to their possible use of the College Theatre;
- planning of the first phase of the refurbishment of the College Theatre (with some DEL financial support).

STAFF PUBLICATIONS

As in previous years, during 2003-04 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 September 2003- 31 August 2004 is set out from page 75 onwards. In addition, a number of staff presented papers at national and international conferences and events, such as those of the British Educational Research Association (BERA), the Educational Studies Association of Ireland (ESAI), the European Early Childhood Education Research Association (EECERA), the Universities Council for the Education of Teachers (UCET), the Design and Technology Association (DATA), the Nuremburg Forum, the World Health Organisation (WHO), the Irish-Scottish Comparative Studies Conference, the American Association for Teacher Education (AATE) and the Irish Association for Social, Scientific and Environmental Education (IASSEE).

RESEARCH AND CURRICULUM DEVELOPMENT PROJECTS

The 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 Effective Pre-School Provision in Northern Ireland (EPPNI) Project, funded by DE and DHSS;
- CARE: Children at Risk in Education Project, funded by the EU/US;
- the Teachers in Post-primary Schools (TIPPS) Project, funded by DE;
- the North-South Early Years Research project, funded by the Centre for Cross-Border Studies and SCoTENS;
- the Early Years Language Development Project, funded by DE;
- the Visual Impairment Project in Early Childhood (VIPEC), funded by the Royal National Institute for the Blind (RNIB) and the Esmée Fairburn foundation;
- the Special Educational Needs in Teacher Education (SENITE) Project, funded by SCoTENS;
- the Unlocking Creativity in Literacy Project, funded by DE;
- the Releasing Potential through ICT Project, funded by DE;
- the Linguistic Phonics Project, funded by BELB;
- the Children's Voices Project, funded by DHSS;
- the Gender and Achievement (GAP) Project, funded by BELB;
- the Cognitive Acceleration in Mathematics Education Project, funded by BELB;
- the MPLD (DECLAN) Project, funded by SCoTENS.

STAFF DEVELOPMENT

A very proactive staff development schedule was undertaken in the academic year 03-04. A major objective was to react to the numerous requests which arose through the academic staff appraisal scheme, for on-going ICT personal development skill enhancement.

Two aspects were given a high priority. The first enabled 31 staff to attend specially organised INTEL certificate courses which were scheduled during the working week for three separate cohorts of staff. This enabled the majority of teaching staff who had not already achieved this level of ICT competence to attend one complete course. The courses were run by colleagues from Computing and Information Technology. This certificate, which is also taken by all BEd students, focuses on personal skills, pedagogical issues and classroom-focused issues. A range of tasks were posted on the intranet and those completing all of them were awarded the certificate.

The second important initiative was the introduction of the QUB virtual learning environment, Queen's On Line (QOL) to a wide range of colleagues, both teaching and support staff. This commenced in March 2004 with an introductory session delivered by the Queen's Educational Technology Unit and was followed by three hands-on workshops. As the details of all University College modules are now available to students through QOL as of September 2004, preparation to use this as an effective learning environment was deemed important. Many staff are now using QOL successfully and students value this because they can access course materials from locations outside the University College. Other ICT courses included PowerPoint and Excel workshops, open to both academic and support staff. In addition, staff are encouraged to take advantage of the courses provided by QUB Staff Training and Development Unit.

In addition to academic and teaching-related courses, training of teaching and support managers included risk management and financial management. Health and safety, first aid and data protection courses were provided for staff where their roles indicated these matters to be relevant.

Annual induction for all support and academic staff occurs in early September and, where possible, all new staff share part of the induction process. An important feature of induction and staff development in September 2003 was a workshop on dyslexia and student mental health, which are both issues of increasing importance within the student body.

In a constantly evolving context, staff development is viewed as a priority to equip colleagues to face the future with confidence and University College employees have responded with enthusiasm to their preparation for these new challenges.

STUDENT LIFE AND ACHIEVEMENTS

Student achievements included raising a sum of £4051 for local and national charitable organizations, including Childline, Streetbeat (Youth Project), Forward Steps, Children in Need, Fleming Fulton Special School, Papua New Guinea Missionaries, Foyleview Special School, Millington Special School, City Hospital Childrens' Ward, Motor Neurone Disease, Tear Fund, Dublin Hospice, Camp Arbutus, USA, Romanian Orphanages, Sierra Leone School Building Fund and the NI Hospice. The Drama Society staged the pantomime, '**Snow White and the Seven Dwarfs**', in December 2003 which, as usual, was well attended by school parties and others. This was an ambitious production, backed by a sixteen-piece orchestra. Members of the Drama Society joined with St Mary's counterparts under the banner of Yellow Kite Productions to stage 'Laugh? I nearly went to Miami!' in the

College Theatre on 19 and 20 January 2004. 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, 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 13 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 Naomi McCartney, continued to represent student views on a range of issues and organized the annual joint study trip with St Mary's University College Students' Union to observe multi-ethnic education in the London Borough of Newham over the Easter period. John Anderson was elected to serve as President during 2003-04.

The Men's Football Club successfully competed in the Crowley Cup event, defeating both the University of Ulster and QUB to win the Plate competition. The recently reformed King's Scholars Rugby Club undertook a successful tour to Edinburgh, playing against teams from Heriot Watt University and Watsonians RFC. Four Stranmillis students represented NI universities in the annual British Universities Students' Association (BUSA) games in April 2004 – Danielle Swift and Jill Mawhinney (Netball), Emma Parker (Hockey), Sharon McMillan (Ladies' Soccer). Bridget McKeever (Year Three) was selected for, and toured with, the Ireland Ladies Hockey Team to USA, Argentina, Spain and New Zealand (January-March 2004).

HALLS OF RESIDENCE

Halls' fees were set at £2046 per year for undergraduate students. Altogether, 336 Stranmillis students and 68 Queen's University students were in residence, along with 43 students from other institutions, including those from international outreach partners in Europe, South Africa and the United States. Following the retirement, after a long period of distinguished service, of Maurice Blease as Halls Warden, he was succeeded by Michael McCurley.

STRATEGIC DEVELOPMENT PLAN 2004-07

The rolling Strategic Development Plan has been updated to cover the period 2004-07 and is reproduced as an appendix on pages 44 to 50.

ANNUAL BUSINESS PLAN 2004-05

The Board in October 2004 adopted a Business Plan to cover the period 1 September 2004 – 31 August 2005. Progress in achieving the targets in the previous Business Plan which covered the period 1 January 2003 – 31 August 2004 was reviewed by Governors in June 2004 and this information is provided as an appendix on pages 51 to 67.

STAFF APPOINTMENTS

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

Cross-College Academic Roles	
Title	Name
Programme Leader – School Partnerships	Mrs Sandra McWilliams
Programme Leader – BEd Primary (Education Studies)	Mr Ken Wylie
Programme Leader – BEd Primary (Curriculum Studies)	Dr Denise Mitchell
Programme Leader - PGCE	Dr Glenda Walsh
Programme Leader – BEd Secondary	Ms Audrey Curry
Programme Leader – BEd Primary (Subject Studies)	Mrs Hilary Avery
Programme Leader – BSc (HLS)	Mr Frank Kelly
Programme Leader – BA (ECS)	Ms Sheelagh Carville
Programme Leader – MEd/ MSc	Mr Hugh Kearns
Programme Leader – MA (Arts in the Community)	Mr Michael McCurley
College Examinations Officer	Mr Ken Gibson
International Outreach Co-ordinator	Mrs Laurence Siberry
Co-ordinator for EMU/ Diversity	Mr Norman Richardson
Early Years Convenor	Dr Barbara McConnell
Research Co-ordinator	Dr Colette Gray
Co-ordinator for Publicity and Communications	Mr Richard Greenwood
Child Protection Officer	Ms Bronagh McKee
Advisers of Studies	
Title	Name
BEd (Primary) Years 1 + 3	Ms Gail Eason
BEd (Primary) Years 2 + 4	Dr Patricia Eaton

BEd (Secondary)	Dr Brian Cummins
BA (ECS)	Mrs Beverley Hutchinson
BSc (HLS)	Dr Barbara Erwin
MEd/ MSc	Mr Martin Hagan
MA (Arts in the Community)	Mr Colm Donaghy
PGCE	Ms Gail Eason

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

Mrs Caroline Baranuik	Project Officer, Ulster-Scots *
Miss Jan McIlmoyle	Research Assistant *
Dr Linda Hagan	Project Officer, Ulster Scots *
Mr James Millar	Project Officer, Ulster Scots *
Mrs Pauline Woods	Admin Officer, Subject Studies *
Miss Emma Fitzgerald	Research Officer, Ulster Scots *
Miss Julie Cunningham	Research Assistant *
Miss Roslyn Duff	HR Assistant
Mrs Margaret Mulhern	Admin Assistant, SRC
Mrs Jacqueline McGivern	GA – Housekeeping *
Miss Sarah Foss	GA – Housekeeping *
Mr Alex Payot	GA – Housekeeping *
Mr William McMullen	Gardener
Ms Joy McFerran	Cook
Miss Ester Robinson	GA – Housekeeping *
Mr Kevin Duffy	Cook
Miss Rachel Nabney	GA – Housekeeping *
Mrs Wijiit Moore	GA – Catering *
Mrs Anne Moore	GA – Catering *
Mr Niall Brady	IT Student Placement *
Mr Brian Matthews	Gate Security Guard *
Mrs Linda Vize	GA – Housekeeping *

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

RESIGNATIONS AND RETIREMENTS

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

Retirements

Mrs Rosemary Stevenson (Educational Studies)
Mrs Valerie Hamilton (Students' Union Office)
Mrs Isobel Gallagher (Students' Union Office)

Mr Samuel Wilkinson, Gate Security Guard.

Resignations

Professor D. McCloy (Chair of Governors)

Miss Karen Farrell, GA – Catering *

Mr Alan McKee, Gardener.

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 the Limavady Conference in April 2003, which was in turn followed up by the Wellington Park Conference in Belfast in May 2004, is likely to move up several gears with the anticipated publication by DEL and DE in 2005 of a set of policy proposals. These proposals are likely to be the focus for a third conference in 2005.

The introduction of deferred, variable fees in 2006-07 will require the development by the University College of a widening participation strategy and an access agreement for approval by DEL. Decisions will have to be made about fee levels and bursaries, in order to inform the thinking of potential students.

The University College's own 'domestic' issues – progressing the Orchard Building project through the planning approval and procurement stages and the legislative process to establish incorporation will undoubtedly continue to consume much attention and energy. A partially reconstituted Board of Governors, under the leadership of a new Chair, will have to take up the reins of governance. The preparation of the ground work for a possible Research Assessment Exercise (RAE) in 2008 will continue and the BSc (HLS) and MA (Arts in the Community) programmes will be the subject of a University Subject Review (USR) – an academic audit process, with external input. The current partnership with Omagh College will be reviewed by QUB early in 2005 and the new partnership with Monaghan Institute of Further Education implemented from September 2004 onwards. The development of a new Human Resources Strategy and the related challenge of implementing new salary structures and conditions for staff, in the context of the national Framework Agreement, will also be significant priorities for management and trade union representatives, working in partnership.

In conclusion, I would want to note the resignation of Professor Don McCloy as Chair of Governors, following nine years of service to the College and to pay tribute to the excellent contribution which he made to the development of Stranmillis during that period. I would also want to record my personal thanks to him and indeed to the Vice Chair, Sister Anne O'Shea and all of the other Board members for their help and support throughout another busy year. 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
JANUARY 2005

PRIZES AWARDED TO GRADUATING STUDENTS, JULY 2004

Mahon Prize - top male Primary course student	Leigh Davis
Mahon Prize - top female Primary course student	Jill Reynolds
Vere Foster Medal - top Secondary course student	Samuel Taggart
Stranmillis University College Association Prize - SBW Primary	Louise Gage
Gail Addison Memorial Prize for SBW Secondary	Esther McClure
Association of Teachers' and Lecturers' Prize for Education Studies	Leigh Davis
Susan Curry Award for Religious Studies	Jill Reynolds
The PE Cup	Gareth Hill
The English Cup	Leigh Davis
The Science Prize	Nicola Magee
Robert Simpson Award for Music	Kara Bowman
Society of Teachers in Business Education Cup - Business Studies	Richard Massey
Maeve Ann Winters Award for Early Childhood Education	Jill Reynolds
Kathleen McSherry Prize for Early Childhood Education	Deirdre McLaughlin & Amanda Allen
Allied Dunbar Prize for History	Julie Higgins
SX3 Award for CIT	Alexandra Richmond
Centerprise International Trophy for Geography	Judith Jamison
The Dunn Cup for T & D	Samuel Taggart
Northern Bank Prize for Art & Design	Jayne Kavanagh
Hastings Cup for Health & Leisure Studies	Lynda Hegarty

STRATEGIC DEVELOPMENT PLAN 2004-07

This Strategic Plan sets out the aim and goals of Stranmillis University College for the period 2004-07 and replaces an earlier Plan, published in the autumn of 2003, which covered the limited period 2003-05. Now that the Department for Employment and Learning's intentions with regard to the future governance and status of the University College have become clearer, it has been possible to develop a set of strategic objectives for the next three years which previously was somewhat difficult. 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 recently published a Strategic Plan for 2004-07. There is currently some uncertainty about the College's precise status and legal personality and this matter still has to be resolved through legislation. However, it is understood that the Department is preparing such legislation which would be approved during the planning period. Its effect would be to establish Stranmillis as an incorporated institution, with a reconstituted Board of Governors shouldering the additional responsibilities which this solution would create. The new Board will of course wish to update this Strategic Plan, as the University College moves into incorporation. In the meantime, however, Stranmillis is essentially a DEL Higher Education College, although the Department of Education (DE) has some interest in the University College's activities through its responsibility for teacher education, for example in relation to intakes. 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.

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;
- the initial undergraduate education of teachers for certain subject areas in post-primary schools and colleges in all sectors;
- 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 comes on stream in September 2004);

- the vocational undergraduate education of professionals to work across the whole spectrum of the Early Years sector;
- the vocational undergraduate education of professionals in the spheres of health promotion, fitness and leisure, health and safety;
- 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 in the Graduate School of Education 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, 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 currently governed on behalf of DEL by an interim Board of Governors, appointed by the Department, which includes representatives of various educational interests and partners within Northern Ireland. These arrangements are under review and, as previously indicated, legislation to put matters on a more permanent basis through incorporation is anticipated during the 2004-07 planning cycle.

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 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. The establishment of additional partnerships in Uganda, Zambia and China is currently in progress.

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.

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.

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 therefore put in place a Human Resources Strategy for the period 2002-04. This document was approved by DEL and the Higher Education Funding

Council for England (HEFCE), acting for DEL. It has more recently been supplemented by an extended Human Resources Investment Plan for 2004-05 and 2005-06 (see HEFCE Circular July 2003/33 : **Rewarding and Developing Staff in HE – Round 2**). A full-scale, revised version of the Human Resources Strategy itself will be put in place by December 2004.

CONTEXT

The three-year planning period from 2004 to 2007 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 hopefully 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 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 2006-07 onwards;
- the globalisation of learning through new technologies and the reflection of this through the implementation of the Northern Ireland **emPowering Schools Strategy**;
- 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.

During the planning period, the new internal management structure, introduced on 1 September 2002, will be the subject of a review of its operation in practice, alongside the 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.

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 specializes;
- (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 organizations/ institutions, both nationally and internationally.

THE UNIVERSITY COLLEGE'S STRATEGIC OBJECTIVES

In pursuing this vision, 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 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.

BUSINESS PLAN 2003-04 – PROGRESS REPORT JUNE 2004

ANNEX ONE

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2003-04	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
<p>Key Issue: Widening Access to and Increasing Participation in Third Level Education/Enhancing Social Inclusion through Third Level Education</p> <p>Strategic Goal 1: To widen access to higher education</p> <p>Strategic Goal 2: To increase participation in higher education</p> <p>Strategic Goal 3: To enhance social inclusion</p>	1. Increase from £11,000 to £22,000 the support funding from DEL to ensure that lone parents and those students from less privileged socio-economic backgrounds who need additional financial assistance through the Access and Hardship Funds are adequately provided for and further ensure that enhanced advice to students on financial issues is in place.	1. Principal Director of Corporate Services	DEL ¹	Achieved (£23,000 available for 2003-04)
	2. Secure 100 additional, fully-funded, full-time student places from DEL for the BA and BSc programmes, along with funding for an Access Co-ordinator, to assist with widening access.	2. Principal	DEL ¹	No progress to date - success unlikely given DEL policy .Access issue raised again with DEL
	3. Recruit 20/30 additional, part-time students to the BA programme at Omagh College and a minimum of 20 additional, part-time BA students in Monaghan (subject to the completion of a service level agreement with Monaghan Vocational Education Committee).	3. { Director of Academic and Information Services Director of Educational Studies	Self-funding	Monaghan VEC Agreement in place for Sept. 2004. Recruitment at Omagh is not encouraging
	4. Identify one overseas niche market for the recruitment of additional, fee-paying students.	4. Director of Academic and Information Services	DEL ¹ / Self-funding	China under investigation – delay caused by SARS outbreak and fears in Hong Kong about security in NI

Note

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

5.	By August 2004 have Lagan Lodge ready to open as a child-care centre for staff and students through a partnership with a commercial provider.	5.	Director of Corporate Services	Commercial Provider	No progress – cost of building conversion too great for DEL to meet. Investigation of possible provision at QUB continuing
6.	Implement Phase Two of the Northern Ireland Credit Accumulation and Transfer System (NICATS) initiative.	6.	{ Principal Director of Academic and Information Services	WCF	NICATS under review by DEL, advised by CCEA
7.	In order to be in a position to implement the relevant QAA precepts and the forthcoming disability/special needs (SENDA) legislation, implement a programme of staff training, establish a Disabled Students Database and the monitoring of disabled students' progress, improve support mechanisms for disabled students, set up a Disabled Students Liaison Group and improve disabled access throughout the campus, as DEL funding permits.	7.	{ Director of Staff and Student Services Director of Academic and Information Services Director of Corporate Services	DEL – Disability Initiative ²	Good progress – some building improvements, with more in pipeline. Staff training undertaken in 2003-04
8.	Establish student monitoring data bases in relation to retention rates and to ethnic and religious affiliation and extend the HESA First Destination Survey to BA and BSc students.	8.	{ Director of Academic and Information Services Director of Corporate Services Director of Staff and Student Services	WCF	First Destination Survey extended. QUB enrolment mechanism for student monitoring under investigation

Note

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

9.	Introduce appropriate outreach measures, including student modelling and the publicising of student social activities and clubs, in order to boost male recruitment to the BEd (Primary) to 20 per cent.	9.	Director of Academic and Information Services	WCF	Not yet achieved – 2003 intake showed an improvement to 16%
10.	Investigate the feasibility of a fast-track recruitment route for students of a mature age in order to increase the intake of BEd (Technology and Design) secondary students to a minimum of 10/ 12 per annum.	10.	Director of Academic and Information Services Director of Subject Studies	WCF	Progress achieved through conventional route. Improved recruitment for 2003-04 (13) which meets minimum target
11.	Complete a vfm review of QUB provision for careers guidance for BA and BSc programmes and implement a College Careers Education, Information and Guidance (CEIG) policy for all students, including those on the BEd and PGCE programmes.	11.	Director of Staff and Student Services	WCF	Review undertaken of BA/BSc provision with positive result. Position of BEd/ PGCE students still under consideration
12.	Complete the review and restructuring of the current Education for Mutual Understanding (to be retitled ‘Citizenship and Diversity’) programme, in the context of the review of the Northern Ireland Curriculum for schools and ensure that the former has a formal place in a restructured BEd degree (under the headings of ‘Personal Development’ and ‘Citizenship’).	12.	Director of Staff and Student Services Director of Subject Studies Director of Educational Studies	WCF	1. EMU programme revised for 2003-04. 2. Restructured BEd degree for Sept. 2004 will include ‘Personal Development/ Citizenship’ elements

Note

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

13.	Provide staff training in relation to Citizenship and Diversity issues.	13.	Director of Staff and Student Services	WCF	Under way
14.	Secure funding from DEL to provide financial assistance for students undertaking the Catholic Religious Education Certificate by distance learning at the University of Glasgow.	14.	Principal	DEL ¹	Assistance refused by DEL. Issue of access to St Mary's provision raised directly with Senior Trustee. No response to date

Note

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

ANNEX ONE

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2003-04	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
<p>Key Issue: Enhancing Quality In Higher Education</p> <p>Strategic Goal 4: To enhance the quality of the University College's higher education provision.</p>	<ol style="list-style-type: none"> 1. Ensure a successful outcome to the interim QUB University Subject Review (USR) of the BEd, BSc and PGCE programmes (precise date not yet known). 2. Ensure a successful outcome to any involvement in University-wide QAA engagements in the planning period (precise details not yet confirmed). 3. Meet the institutional information publication requirements to be introduced by the QAA, e.g. summaries of external examiners' reports, degree classification outcomes, student employment data etc. 4. Implement a revised system of College committees. 5. Make any changes to provision required in the light of the ETI SIP Survey Report (when published), for example in relation to Literacy and Reading. 	<ol style="list-style-type: none"> 1. Senior Management Group 2. Senior Management Group 3. { Principal Director of Academic and Information Services 4. Principal 5. { Principal Director of Educational Studies Director of Subject Studies 	<p>WCF</p> <p>WCF</p> <p>WCF</p> <p>WCF</p> <p>WCF</p>	<p>BSc and MA programmes only to be reviewed in October 2004. Full USR in 2006-07</p> <p>QUB Institutional Audit due in December – precise Stranmillis involvement not yet known</p> <p>QUB to provide this service through HERO website</p> <p>Achieved</p> <p>Action plan in place – progress report to ETI made in early 2004. Final report due over the summer</p>

Note

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

6. Make any changes to provision required in the light of the ETI evaluation of the PGCE (Early Years) programme.	6. { Principal Director of Educational Studies Director of Subject Studies	WCF	Achieved – few changes required
7. Revise the College’s Learning and Teaching Strategy and introduce an Assessment Strategy.	7. { Principal Director of Educational Studies	WCF	Achieved – both Strategies in place
8. Apply the Higher Education Qualifications Framework to all programmes in order to ensure greater consistency in nomenclature, number of modules etc. and in particular clarify the relationships between M-level qualifications (in the light of QUB advice).	8. { Director of Educational Studies Director of Academic and Information Services	WCF	Not yet fully achieved – PGCE is now the only outstanding issue
9. Develop a position (in conjunction with QUB) with regard to QAA Credit Guidelines for HE qualifications).	9. { Director of Educational Studies Director of Academic and Information Services	WCF	QUB position adopted
10. Introduce a comprehensive ICT strategy, with targets and related training for all staff.	10. { Director of Academic and Information Services Director of Staff and Student Services	WCF	In progress – INTEL training for academic staff provided, with a final round to come in 2004-05
11. Increase uptake of QUB Staff Development and Training Unit courses to twenty-per-cent of all staff per annum.	11. { Director of Staff and Student Services Director of Corporate Services	WCF	Not yet fully achieved. QUB ETU assistance with QUB On-line training

Note

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

12. Provide internal programme of staff research seminars.	12. Director of Educational Studies	WCF	Achieved
13. Implement new academic promotions and discretionary payments scheme from September 2003.	13. Principal	DEL – Rewarding and Developing Staff Initiative ²	Achieved. Revised scheme to operate in 2004-05
14. Introduce a revised appraisal scheme for academic and academic-related staff and a new Appraisal scheme for support staff.	14. { Principal Director of Corporate Services	WCF	Revised scheme for academic staff in place (June 03) . Support staff still to be included
15. Introduce an extended cross-border student teacher exchange scheme in partnership with the Centre for Cross-Border Studies.	15. { Director of Educational Studies Director of Subject Studies	EU Funding	Achieved. Second scheme with British Council support also in place
16. Implement the student exchange requirements of the CARE Consortium initiative both in Europe and the US.	16. Director of Educational Studies	EU Funding	Achieved
17. Consolidate existing ERASMUS and South African partnerships – and explore Chinese market potential.	17. { Director of Educational Studies Director of Academic and Information Services	EU/DEL – International Awareness ²	In progress- further exploratory visits to China pending
18. Establish an E-learning Support Group.	18. Director of Academic and Information Services	WCF	Achieved – training available through QUB and RSC(NI)

Note

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

19. Devise and implement an Information Services Policy including the enhancement of IT and Library services and facilities.	19. Director of Academic and Information Services	WCF	Not yet achieved. Some enhancement of IT services and facilities.
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Note

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

ANNEX ONE

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2003-04	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
<p>Key Issue: Enhancing the Economic and Community Relevance of Third Level Education</p> <p>Strategic Goal 5: To enhance the economic and community relevance of third level education</p>	<p>1. Implement changes in the teaching arrangements for the BA programme in order to cater for the differing needs of part-time and full-time students and to enhance the academic quality of students' work, as recommended by the External Examiner.</p>	<p>1. Director of Educational Studies</p>	<p>WCF</p>	<p>Achieved -positive comments from external examiner</p>
	<p>2. Implement a revised modular structure and content for the BSc to enhance its relevance to the leisure industry.</p>	<p>2. Director of Subject Studies</p>	<p>WCF</p>	<p>Achieved</p>
	<p>3. Develop and implement a strategy for the effective and efficient use of the College Theatre.</p>	<p>3. { Director of Subject Studies Director of Corporate Services</p>	<p>WCF</p>	<p>Consultant commissioned to produce a strategy. Exploration with Arts Council under way</p>
	<p>4. Put in place, through QUB and in association with St. Mary's University College, revised general regulations for the BEd degree by September 2003. Put in place a revised modular structure and content for the BEd degree by September 2004.</p>	<p>4. { Principal Director of Educational Studies Director of Academic and Information Services Director of Subject Studies</p>	<p>WCF</p>	<p>Achieved. New degree to be implemented for students in Years 1 and 3.</p>

Note

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

5.	Agree reciprocal accreditation arrangements for the MEd programme in relation to the Professional Qualification for Headship (PQH) offered by the Regional Training Unit.	5.	Director of Educational Studies	WCF	Achieved
6.	Revise MEd programme in the contexts of existing EPD arrangements and of the new CPD arrangements likely to be introduced by the General Teaching Council (GTC) for Northern Ireland.	6.	Director of Educational Studies	WCF	Programme under review with St Mary's. M.Teach programme to be introduced in Sept. 2004
7.	Extend the Certificate in Working with Schools Programme to at least one additional professional group.	7.	{ Director of Educational Studies Director of Academic and Information Services	Self-funding	Not yet achieved
8.	Implement the community service aspect of the new academic promotions scheme.	8.	Principal	WCF	Achieved
9.	Lobby DEL to secure approval for a Foundation Degree for Teaching Assistants.	9.	Principal	DEL ¹	Discussions with DEL, FHE Institutes and QUB under way. College's role likely to be restricted to articulation with BA (ECS)
10.	Complete skills audit and implement QUB strategies on Skills and Work-Related Learning.	10.	{ Director of Academic and Information Services Director of Educational Studies Director of Subject Studies	WCF	In progress. Co-ordinator to be appointed

Note

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

11. Implement QUB Certificate in Career Management and Employability Skills for BA and BSc students.	11. Director of Staff and Student Services	WCF	Achieved
12. Improve disabled access to conference facilities, e.g. new lift and disabled toilets in Refectory Building.	12. Director of Corporate Services	DEL – Disability ²	Achieved – see also Main Building improvements

Note

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

ANNEX ONE

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2003-04	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
<p>Key Issue: Developing Research</p> <p>Strategic Goal 6: To develop the University College's research profile</p>	1. Recruit 5 research students by September 2003 and a further 5 by September 2004.	1. { Principal Director of Educational Studies	WCF	Recruitment of students for 2003-04 achieved
	2. Attract at least two international researchers per annum to work at Stranmillis.	2. Director of Educational Studies	WCF	Not yet achieved
	3. Support and encourage all new staff without doctorates to embark on Ph.D. study.	3. { Principal Director of Educational Studies Director of Subject Studies	{DEL – Rewarding and Developing Staff Initiative ²	Ongoing
	4. Require all research-active staff to produce a minimum of one piece of peer-referenced, published work per annum.	4. { Principal Director of Educational Studies Director of Subject Studies	Self-funding	In progress through Research Plans/ Research Fund
	5. Take forward the work of the Children at Risk in Education (CARE) international research consortium and the EPPNI Project. Complete the DE Language Development Project.	5. Director of Educational Studies	EU funding	In progress. TIPPS Project also nearing completion. EPPNI project ends in Dec. 2004

Note

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

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|----|--|----|--|-----|---|
| 6. | Take forward a joint research project in Early Years Education with St. Patrick's College, Drumcondra, Dublin. | 6. | Director of Educational Studies | WCF | In progress along with several other N-S research projects supported by SCoTENS |
| 7. | Roll forward a regularly updated, draft RAE submission focused on Unit of Assessment 68 (Education) with the approval of the QUB Research Committee. | 7. | Principal
Director of Educational Studies | | Initial submission prepared – Research Assessment Exercise (RAE) now due in 2008, SUC/ QUB position is unclear. College still hopes to participate in some way. |

Note

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

ANNEX ONE

UNIVERSITY COLLEGE STRATEGY	BUSINESS PLAN TARGETS 2003-04	RESPONSIBILITY	SOURCE OF FUNDING (WHERE APPROPRIATE)	TARGETS ACHIEVED
<p>Key Issue: Acquiring and Managing Resources/Corporate Issues</p> <p>Strategic Goal 7: To acquire and manage appropriate resources and progress a range of corporate issues</p>	1. Have new governance arrangements in place for September 2004, following legislation by DEL.	1. Principal	WCF	In progress – consultation by DEL pending. Likely target date is now Sept. 2005 at earliest
	2. Participate in the public consultation by the NI HEI Consortium on the generic screening of HEI policies, as required by the College's Equality Scheme and undertake an Equality Impact Assessment (EIA) of the College's Staff Recruitment and Selection Policies by September 2004, in conjunction with the continued provision of staff training.	2. Senior Management Group	DEL	In progress. Consultation meeting held in June 2003. First EQIA training Sept. 2003, as initial step towards EQIA on Staff Recruitment
	3. Introduce Data Protection and Freedom of Information policies by December 2003.	3. { Director of Academic and Information Services Director of Corporate Services	WCF	Achieved – details of publication scheme on website

Note

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

4.	Implement the targets of the College's Human Resources Strategy (see Annex 2) by September 2004.	4. { Principal Director of Corporate Services	DEL- Rewarding and Developing Staff Initiative ²	In progress. Additional funding made available. Revised HR Investment Plan submitted to DEL/ HEFCE. Revised HR Strategy to be in place by Dec. 2004
5.	Complete the design and planning stages of the Orchard Project, with a view to proceeding to the tender stage by 2004.	5. Director of Corporate Services	DEL – Capital Funding ¹	In progress – DEL/ DFP approval of the design and procurement process now achieved
6.	Complete Phases One and Two of the Disabled Access Works Programme, as DEL funding permits.	6. Director of Corporate Services	DEL – Disability	Phase One completed. Phase Two virtually complete. Phase Three pending for 2004-05.
7.	Roll forward the financial plan.	7. { Principal Director of Corporate Services	WCF	Ongoing
8.	Introduce computer-based timetabling of accommodation use by September 2004.	8. { Director of Corporate Services Director of Subject Studies	WCF	Not yet achieved

Note

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

9.	Have a redesigned College web site operational by September 2003.	9. Director of Academic and Information Services	WCF	Achieved – most gaps in process of being filled
10.	Improve the heating control system in the Central Building and install a gas-fired system in the Halls of Residence by September 2004.	10. Director of Corporate Services	DEL ¹	Control system in place. DEL approval of economic appraisal of new heating system awaited
11.	Implement a rolling programme of window replacement in the Halls of Residence by September 2004, as funding permits.	11. Director of Corporate Services	DEL ¹	First phase completed. Second phase due July/August 2004
12.	Implement the first phase of a Planned Maintenance and Refurbishment Strategy across the campus by September 2004, as funding permits.	12. Director of Corporate Services	DEL ¹	Not yet achieved but flexibility funding permitted some projects to proceed. More DEL funding required
13.	Replace obsolete catering equipment in the Refectory by September 2004, as funding permits.	13. Director of Corporate Services	DEL ¹	On target for Sept. 2004, in association with refurbishment of cafeteria

Note

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

14.	Provide staff training in relation to health and safety issues, including stress management workshops.	14. { Director of Corporate Services Director of Staff and Student Services	DEL – Rewarding and Developing Staff Initiative ²	Achieved – seminars in both areas during 02-03
15.	Reopen the College Health Centre on a part-time basis, in the context of fully implementing the new Occupational Health Service arrangements, as negotiated with QUB.	15. Director of Corporate Services	DEL – Rewarding and Developing Staff Initiative ²	Achieved – however, QUB staffing difficulties have resulted in a reduced service
16.	Incorporate by July 2003 risk assessment and monitoring into all aspects of future planning and decision making.	16. { Principal Director of Corporate Services	WCF	Achieved
17.	Establish a risk register by July 2003.	17. Director of Corporate Services	WCF	Achieved
18.	Enhance College income through the recruitment of additional part-time, full-time and overseas students (see Targets 2-4 under Key Issue One).	18. { Director of Corporate Services Senior Management Group	See Targets 2-4 above	Not yet achieved
19.	Enhance conference business income fifteen-per-cent by September 2004	19. Director of Corporate Services	WCF	Not yet achieved? Final accounts for 2003-04 awaited. Good results for 2002-03.

Note

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

COURSE STATISTICS: 2003-04

COURSE	MEN	WOMEN	TOTAL
First Year B.Ed.	43	164	207
Second Year B.Ed.	44	148	192
Third Year B.Ed.	34	143	177
Fourth Year B.Ed.	35	132	167
Grad. Cert (Psych.)	1	19	20
Grad. Cert (Early Years)	-	20	20
First Year BA (ECS) (FT)	-	41	41
First Year BA (ECS) (PT)	-	18	18
Second Year BA (ECS) (FT)	-	45	45
Second Year BA (ECS) (PT)	-	15	15
Third Year BA (ECS) (FT)	-	60	60
Third Year BA (ECS) (PT)	1	19	20
Fourth Year BA (ECS) (PT)	-	38	38
First Year BSc (H&LS) (FT)	17	17	34
Second Year BSc (H&LS) (FT)	17	16	33
Third Year BSc (H&LS) (FT)	12	14	26
Second Year MA (Arts in the Community) (PT)	3	15	18

M-LEVEL MODULES 2003-04

<i>Module Title</i>	<i>No. of students</i>
World Wide Web Authoring in Education	1
Schooling and Disaffected Pupils	18
Schooling in Northern Ireland	12
Current Approaches to the Teaching of Values in Schools	9
Classroom Research and the Development of Teaching	1
Dyslexia and Specific Learning Difficulties	28
Dissertation	24
Theoretical Perspectives on Early Years Education	18
Managing for School Effectiveness	15
Pupils with Emotional and Behavioural Difficulties	14
Special Educational Needs: Developing and Managing the Curriculum	9
Improving Literacy: Teachers, Pupils and Language Competence	5
Current Issues in Religious Education	3
Thinking Skills: Issues and Approaches	8
Subject Leadership in Education	9
Multimedia Applications in Education	6
Research Methods in Education	34

SOME PERFORMANCE INDICATORS

	99/00	00/01	01/02	02/03	03/04
1. INPUTS					
(a) Recurrent Funding	£3,791,000	£3,877,000	£4,134,000	£4,295,050	£4,762,835
(b) Tuition Fee Income	£ 689,795	£1,018,710	£1,164,787	£1,269,830	£1,315,411
(c) Capital Funding	£ 401,410	£ 36,300	£ 304,043	£ 333,993	£1,125,961
2. ACTIVITIES					
(d) Number of Students					
BEd	611	659	715	774	749
PGCE	15	35	34	38	40
BA (ECS)	-	-	132	142	146
BSc (HLS)	-	-	80	76	93
Other Courses	205	262	131	103	163
TOTAL	831	956	1092	1133	1191
(e) Gender BEd					
% Male	18	18	17	16	18
% Female	82	82	83	84	82
(f) Entry Points (UCAS Tariff from 03/04)					
BEd	22	21.7	22.4	25.57	330
BA (ECS)	-	-	18	22	300
BSc (HLS)	-	-	19	17	260
(g) PGCE Entry					
2i and above (No)	15	35	35	35	40
%	100	100	100	100	100
(h) Staff FTE	56	57	61	60	63
(i) Support Staff FTE					
Total	106	110	108	106	107
Grant Aided	70	72	73	72	73

	99/00	00/01	01/02	02/03	03/04
3. OUTPUTS					
(j) Graduates					
BEd	127	145	149	168	169
BA (ECS)	55	49	136	75	93
BSc (HLS)	-	-	39	30	19
PGCE	14	35	34	39	38
(k) Classification					
1	5	9	15	20	29
2i	119	126	151	162	158
2ii	55	53	87	83	83
3	3	6	10	8	11
Pass	-	-	-	-	
4. VALUE FOR MONEY					
(l) Funding/ Student					
<i>All Courses</i>	£5,392	£5,115	£4,852	£4,912	£5,103
(m) Teaching Staff: Student Ratio					
<i>All Courses</i>	1:14.8	1:16.8	1:17.75	1:18.88	1:18.9
(n) Teaching Staff: Support Staff Ratio					
	1:1.25	1:1.26	1:1.20	1:1.20	1:1.16
(o) Energy Performance					
gig/100m2	111.6	119.6	117.4	131.3	124
kw/sq m					
(p) Expenditure on pay					
% of total expenditure	66	66	64	65	63

FINANCIAL INFORMATION 2003-04

The extracts from the College's audited accounts for the 2003-04 financial year 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 2003-04 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 year ended 31 July 2004

INCOME

	2004	2003
	£	£
Funding Grants	4,762,835	4,295,050
Tuition Fees	1,315,411	1,269,830
Research & Other Short Courses	301,760	117,413
Other Operating Income	1,218,530	1,348,237
Grants Released	237,684	284,692
	<hr/>	<hr/>
	7,836,220	7,315,222
	<hr/>	<hr/>

EXPENDITURE

Staff Costs	4,840,784	4,685,434
Depreciation	315,824	372,725
Other Operating Expenditure	2,502,913	2,135,515
	<hr/>	<hr/>
	7,659,521	7,193,674
	<hr/>	<hr/>

Operating (Loss)/ Surplus	176,699	121,548
	<hr/>	<hr/>

Interest receivable	42,156	27,490
	<hr/>	<hr/>

Transfer to Reserves	218,855	149,038
	<hr/>	<hr/>

There were no other recognised gains or losses.

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

BALANCE SHEET

As at 31 July 2004

	Note	2004	2003
FIXED ASSETS	(11)	£ 4,050,253	£ 2,913,387
CURRENT ASSETS			
Debtors	(12)	992,839	372,210
Short Term Deposits		515,256	498,498
ECU Account		19,331	73,144
Cash at bank and in hand		-	147,714
Trust Funds		2,029	2,029
		1,529,455	1,093,595
CREDITORS – amounts falling due within one year	(13)	(715,507)	(249,913)
Net Current Assets		813,948	843,682
TOTAL ASSETS LESS CURRENT LIABILITIES		4,864,201	3,757,069
DEFERRED CAPITAL GRANTS	(14)	2,990,781	2,102,504
RESERVES	(15)	1,873,420	1,654,565
TOTAL FUNDS		4,864,201	3,757,069

LIST OF PUBLICATIONS 2003-04

HILARY AVERY

Title: 'Ulster-Scots in Education in Northern Ireland' in Dónall Ó Riagáin (ed.) *Language and Law in Northern Ireland*.

Publication: Ó Riagáin, pp 65-77.

GEORGE BEALE

Title: 'Elementary School Provision in Northern Ireland: consolidation, construction and centralization in County Down, 1925-33'.

Publication: *The Irish Journal of Education*, vol. 34, 2003.

LES CAUL and SANDRA McWILLIAMS

Title: 'Reconceptualising Violent Behaviour in Secondary Schools' in Benton and Swami (eds.) *Creating Cultures of Peace: pedagogical thought and practice*.

Publication: Benton and Swami, ch. 6, pp 57-69.

BRIAN CUMMINS and JOHN DALLAT

Title: 'Helping Teachers to Make Sense of how Enterprise and Entrepreneurship may be Defined'.

Publication: *Citizenship, Social and Economics Education – an International Journal*, vol. 6, no. 2, 2004.

ANDREA GILBERT

Title: 'Ulster-Scots in Education in Northern Ireland: the history of the language' in Dónall Ó Riagáin (ed.) *Language and Law in Northern Ireland*.

Publication: Ó Riagáin, pp 78-87.

COLETTE GRAY

Title: 'Understanding Cognitive Development: automaticity and the early years child'.

Publication: *Child Care in Practice*, February 2004.

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

Publication: *Educational Studies*, March 2004.

COLETTE GRAY and JAN McILMOYLE

Title: *The Mobility and Independence Needs of Children and Young People with Sight Loss in Northern Ireland : a report for the multi-agency mobility group.*

Publication: Stranmillis Press, 2004.

COLETTE GRAY, JAN McILMOYLE and SARAH BEHAN

Title: *Visual Impairment in the Early Years Child: an evaluation of training provision.*

Publication: A report commissioned by RNIB (NI) and the Southern Health and Social Services Board, Stranmillis Press, 2004.

JULIAN GREENWOOD

Title: 'Measuring Sexual Size Dimorphism in Birds'.

Publication: *Ibis* 145 (2003) E124-6.

JULIAN GREENWOOD, COLETTE MURPHY, JIM BEGGS and KAREN CARLISLE

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

Publication: *International Journal of Science Education*, vol. 26, 2004.

MARTIN HAGAN and CLAIRE McGLYNN

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

Publication: *Intercultural Education*, vol. 15, no. 4, 2004.

WESLEY HAMILTON

Title: 'Interaction, Dialogue and a Creative Spirit of Inquiry'.

Publication: *Proceedings of the Design and Technology Association (DATA) International Research Conference 2003*.

HUGH KEARNS

Title: 'University Accreditation of Professional Development in Schools: can professional development serve two masters?'

Publication: *Journal of In-service Education*, vol. 29, no. 1, 2003.

SONIA KIDD, DOLORES LOUGHREY and JACQUELINE CARLIN

Title: 'Integrated Primary Schools and Community Relations in Northern Ireland'.

Publication: *The Irish Journal of Education*, vol. 34, 2003.

SEAN MacBLAIN

Title: 'Addressing the Needs of Lone-parent Pupils'.

Publication: *Academic Exchange Quarterly*, vol. 8, no. 2, 2004.

Title: 'Is There a Role for School Social Workers in Addressing the Longer-term Needs of Children from Lone-parent Households?'

Publication: *Journal of School Social Work*, vol. 13, no. 2, 2004.

WESLEY McCANN

Title: 'Early Performances of Elgar's Music in Belfast'.

Publication: *The Elgar Society Journal*, vol.13, no. 3, November 2003.

JOHN McCULLAGH

Title: 'Partition Coefficient: a unifying concept'.

Publication: *School Science Review*, vol.85, no. 312, 2004.

CLAIRE McGLYNN

Title: 'Education for Peace in Integrated Schools: a priority for Northern Ireland?'

Publication: *Child Care in Practice*, April 2004.

Title: 'Integrated Education in Northern Ireland in the Context of Critical Multiculturalism'.

Publication: *Irish Educational Studies*, vol. 22, no. 3, 2004.

CLAIRE McGLYNN, U. NIENS, E CAIRNS and M HEWSTONE

Title: 'Moving Out of Conflict: the contribution of integrated schools in Northern Ireland to identity, attitudes, forgiveness and reconciliation'.

Publication: *Journal of Peace Education*, vol. 10, no. 2, 2004.

JAMES NELSON

Title: 'Uniformity and Diversity in Religious Education in Northern Ireland'.

Publication: *British Journal of Religious Education*, vol. 26, no. 3, 2004.

JAMES NELSON and NORMAN RICHARDSON

Title: 'Studying Religion in a Divided Society'.

Publication: *Academic Exchange Quarterly*, summer 2004.

ÉAMON PHOENIX

Title: *Nationalism in Northern Ireland from Partition to the Belfast Agreement – An Academic Perspective.*

Publication: Papers in British-Irish Studies, no. 29, Institute for British-Irish Studies, University College Dublin, 2003.

Title: 'Cahir Healy (1877-1970): northern nationalist leader'.

Publication: *Clogher Record*, vol. XVIII, no. 1, 2003.

LOUISE QUINN, KAREN HANNA, EDWARD MELHUIISH, KATHY SYLVA,
PAM SAMMONS, IRAM SIRAJ-BLATCHFORD, BRENDA TAGGART, and
GRAHAM SWEENEY

Title: *Cognitive Development and Progress at the End of Year 1 of Primary School.*

Publication: EPPNI Technical Paper 6, Stranmillis Press, 2003.

LOUISE QUINN, KAREN HANNA, EDWARD MELHUIISH, KATHY SYLVA,
PAM SAMMONS, IRAM SIRAJ-BLATCHFORD and BRENDA TAGGART

Title: *Pre-school Experience and Social/ Behavioural Development At the End of Year 1 of Primary School.*

Publication: EPPNI Technical Paper 7, Stranmillis Press, 2004.

Title: *Pre-school Experience and Social/ Behavioural Development At the End of Year 2 of Primary School.*

Publication: EPPNI Technical Paper 9, Stranmillis Press, 2004.

Title: *Pre-school Experience and Literacy and Numeracy Development At the End of Year 2 of Primary School.*

Publication: EPPNI Technical Paper 10, Stranmillis Press, 2004.

Title: *Pre-school Experience and Social/ Behavioural Development At the End of Year 3 of Primary School.*

Publication: EPPNI Technical Paper 11, Stranmillis Press, 2004.

KEN WYLIE

Title: ‘The Moral Dimension of Personal and Social Education.’

Publication: *Journal of the National Association of Pastoral Care in Education*, December 2004.

Title: ‘Citizenship, Identity and Social Inclusion: lessons from Northern Ireland’.

Publication: *European Journal of Education*, vol. 39, no. 2.