



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

ANNUAL
REPORT
2000-2001



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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 Higher Education in Northern Ireland. 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

Chair

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

Members

Nicky Blair, BEd - *Student Governor*

Prof. Robert J. Cormack, MA

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

Dr. Aine Downey, MA PhD

Edward B. Ferguson, BA

Ms. Ruth Leitch, MA MSc

Mrs. Helen Livingstone, BA Cert Ed

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(Ed)AdvCertLit&Num - *Staff Governor*

George E. Orr, BA DipEd - *Chair, Establishment and Development Committee*

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

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

Assessor

C. Vivian McIver, BA DipEd

Clerk to the Board

Norman C.G. Halliday, AFA

MISSION STATEMENT

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 and to equip them with intellectual, scientific, technical and professional skills and, given the financial constraints within which it operates, to provide the facilities which will enable this to be achieved;
- (ii) to value staff and students and, as far as possible, 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, where possible, 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 students are drawn;
- (viii) to enrich the quality of life in the community through its role as a conference centre and through the use of its facilities by external groups;
- (ix) to continue to consolidate the University College's position within the university sector, serving identified niche markets of a professional nature.

"Our vision is of a vibrant University College providing a selective range of professionally-related, high quality, academic programmes, informed by relevant research and scholarship, in a shared learning environment where diversity is welcomed".

NOTABLE DEVELOPMENTS 2000-01

- Continuing progress with diversification, including extended partnership arrangements with Omagh College.
- Conclusion of a new collaborative Agreement with QUB, in line with the relevant QAA Code of Practice.
- Positive report by the QUB Recognition Committee on the College's attributes, resources and future plans – consequent approval by QUB Academic Council and Senate of University College status for the period 2001-05.
- Development of a new College research policy and associated individual research targets.
- College to be brought within the remit of the Northern Ireland Higher Education Council (NIHEC).
- Visits to the College by Mr. Danny Kennedy, MLA and Dr. Esmond Birnie, MLA.
- ICT software upgraded to Outlook 2000, Windows 2000 Professional and Microsoft Office 2000.
- Participation in QUB On-line Project.
- Participation in the Infusing Teacher Education with New Technologies (IN-TENT) Project and in its dissemination activities.
- Participation in the Dissolving Boundaries ICT Project for schools.
- Partnership development activities provided for partner schools.
- Initiation of Education and Training Inspectorate (ETI) survey of College provision in relation to literacy, numeracy, ICT and classroom management.
- Ongoing successful training service provided for the Royal Ulster Constabulary.
- Continued expansion of the College's Outreach Programme – all targets met.
- Continued recruitment of extremely high quality teacher education students, with significantly better points scores or degree classifications than those of entrants to similar institutions in England.
- Continued successful recruitment of good quality students to both part-time and full-time diversified undergraduate programmes.
- Continued expansion of recruitment to part-time Masters level programmes.
- Best NI performance in HESA First Destination Student Survey for 2000 – only 2 former students identified as unemployed.
- Dunseverick Hall converted to self-catering accommodation.
- Donard Suite training facility, established in Refectory Building.
- Significant developments in the area of Human Resources provision, including the development of an Emerging Human Resources Strategy.
- Continued progress in relation to equality/diversity issues.
- Successful year for conference business.
- Varied range of publications and conference papers produced by staff.
- Significant progress in relation to academic staff membership of the Institute for Learning and Teaching (ILT).
- Varied range of student activities and achievements.
- Strategic objectives 1998-2001 almost entirely achieved.

A REVIEW OF THE YEAR BY THE PRINCIPAL

SPENDING REVIEW 2000

As readers of the **Annual Report 1999-2000** will be aware, in the autumn of 2000 the College was eagerly awaiting the outcome of the Spending Review 2000, in order to see where its future might lie. Crucial bids had been submitted through the Department of Higher and Further Education Training and Employment (DHFETE), which in July 2001 was officially renamed the Department for Employment and Learning (DEL). In particular, funding had been sought for the building of new accommodation on the Orchard site for Art and Design, Physical Education and Technology and Design, following the completion of an economic appraisal of the various options. A further tranche of full-time student places had also been hoped for, in order to permit further diversification of academic programmes. In the event, these bids were not successful, much to the disappointment of governors, staff and students. The capital funding bid however remains a DEL priority and will be resubmitted for 2002-03. A solution involving the use of the Government Loans Fund has in the meantime been ruled out, because of the ownership of the College's land and buildings by Government itself. The recent withdrawal from the Lower Orchard Building of the Northern Ireland Centre for Learning Resources (NICLR) does, however, create the possibility of the demolition of this building to create a site for a new building. The need for significant capital investment remains an urgently pressing one for the College in order to secure its future.

DIVERSIFICATION

Given that a significant, additional number of full-time student places is now unlikely to be allocated to the College in the near future, it is currently reviewing its strategic objectives to take account of this reality. Consolidation rather than further expansion would appear to be the only way forward, although this does not rule out the continuing identification of professional niche markets, particularly of a part-time nature, which the College could seek to occupy. In the meantime, it is pleasing to report that the College's two new undergraduate degrees, the BA (Early Childhood Studies) and the BSc (Health and Leisure Studies) are now firmly established, with a second cohort of graduates from the part-time version of the former having crossed the stage of the Whitla Hall in July, along with the first cohort of part-time MA (Arts in the Community) students.

The year also saw the extension of the existing partnership with Omagh College for the delivery of the BA (ECS). With QUB approval, part-time students at Omagh are now able to access all three stages of the degree, with fifty per cent of the teaching at Level Three being delivered by Stranmillis staff through video-conferencing. Thus, Stranmillis University College and the University are meeting an important social need in the Omagh College catchment area.

NORTHERN IRELAND HIGHER EDUCATION COUNCIL (NIHEC)

The Minister, Dr. Sean Farren, announced in June 2000 the reconstitution of NIHEC, to take effect from the autumn. He also indicated that the two University Colleges,

hitherto outside NIHEC's remit, would now be brought within it. Since the Council has advised the Department on the allocation of funds to the two universities in recent years, this may have implications for the funding of St. Mary's and Stranmillis. In any case, the Department, and its predecessor DENI, have for some time been indicating a wish to overhaul the historically-based funding mechanism currently in place for both institutions. The implications of all of this are less than clear at the time of writing.

BUILDING BRIDGES TO THE NI ASSEMBLY

In the context of devolution, providing it continues, establishing effective communication links with the NI Assembly is clearly a vital process. It was therefore gratifying that the Chair of the Higher Education Committee, Dr. Esmond Birnie, MLA and the Chair of the Education Committee, Mr. Danny Kennedy, MLA took time to visit the College during the course of the year. They were able to see its accommodation problems at first hand, as well as receiving a briefing on other issues relevant to the College and to teacher education generally, for example, the potential and actual adverse impact on Northern Ireland institutions of the various financial incentives introduced by Government in England to boost teacher education recruitment there.

A NEW AGREEMENT WITH QUB

The last **Annual Report** indicated that the existing Agreement, defining the relationship between the College and The Queen's University of Belfast, was under review, in the light of the requirements of the Quality Assurance Agency (QAA), as indicated in its Continuation Audit of QUB in 1999 and in its more recent Code of Practice on collaboration by higher education institutions. This review process was not brought to a conclusion as rapidly as had been hoped and it was only in March 2001 that a final version of the revised Agreement was approved by the Board of Governors, while final QUB approval had to wait until the June cycle of business for Academic Council and Senate. The competition for students at Masters level between the two University Colleges and the QUB Graduate School of Education proved to be something of a stumbling block. The issue was eventually resolved by a decision to make the M-level programme offered jointly by the two University Colleges entirely autonomous and separate from that of the GSoE, in exchange for specific commitments by the Colleges to increase their research activity significantly, to ensure that the QUB commitment to research-informed teaching, especially at M level, would in future be met. (Under previous arrangements it had been possible for students to select modules from those on offer both at the University Colleges and at the GSoE.) The new position more clearly delineates responsibility for quality assurance and student progress. Clearly, the enhanced research commitment has significant resource implications for both St. Mary's and Stranmillis, especially since DEL is unlikely to be in a position to provide increased core funding to support a research remit. However, there are exciting challenges for staff, particularly in research areas which directly relate to the Colleges' core programmes, including those at M-level. Certainly, the new Agreement is much more detailed than its predecessor, would appear to meet the precepts for collaboration set down by the QAA and also opens up significant opportunities for staff to gain experience of the supervision of research students –

another important aspect of life in the university sector. The Review Group was skilfully chaired by Pro-Vice-Chancellor Bob Cormack and the successful outcome of its deliberations represents a final achievement for Bob, as he has now left QUB to take up a new appointment as Principal of the University of the Highlands and Islands Millennium Institute in Scotland. Our best wishes and thanks go with him. Finally, it is worth noting that, as forecast in the last **Annual Report**, the report on the College by the representatives of the University's Recognition Committee, following a formal visitation in June 2000, commented favourably on its attributes, resources and future plans, for example in relation to research. In consequence, Academic Council and Senate approved the continuation of University College status for the period 2001-05.

RESEARCH POLICY

As indicated above, the College is now required to enhance its existing research activity and this is, for example, reflected in the new Mission Statement which appears on page iv of this Report. A new Research Policy has therefore been developed, which identifies a number of Research Centres, along with institutional and individual targets. **This has been reproduced in full as an appendix to this Report on pages 47 to 51.**

NEW TECHNOLOGY

The College ICT network continues to build upon the comprehensive series of developments which were described in the **Annual Report 1999-2000**. In particular the following have been put in place over the 2001 summer period:

- upgrading of the Email server;
- upgrading of the freeware Email client, Outlook Express, to Outlook 2000, with remote access from any location via the Internet to a user's mailbox;
- replacement of Windows NT4 with Windows 2000 Professional on both staff and student work stations, which allows fast, direct connection of a wide range of peripherals and DVD access;
- introduction of Microsoft Office 2000 software;
- a laptop pilot scheme for staff, offering a high quality managed environment to laptop users;
- staff home access via the Internet to stored Stranmillis files;
- extension of QUB Online system;
- additional support for student ICT training;
- establishment of a dedicated staff training facility which will offer a range of targeted 'mini-courses';
- on-going updating / replacement of staff workstations.

A major evaluation of staff development in ICT was undertaken as one of the College's contributions to the Infusing Teacher Education with New Technologies (In-TENT) project (funded by TLTP, managed by the University of Ulster and involving all of the local higher education institutions), drawing on the research funding allocated to the College by the project's Northern Ireland Steering Committee. The results of the research were shared with colleagues from other institutions and organizations at a major In-TENT dissemination conference held in the Hilton Hotel

on 24-25 May 2001. They are also available on the College's external web-site and are the subject of a number of forthcoming conference papers and journal articles.

Arrangements to enhance further, through a certification process, the ICT skills of teacher education students have been put in place for 2001-02, while all students are the focus of a project to enhance key skills, being taken forward by a staff group led by Mae Watson.

The In-TENT dissemination conference, opened by the Minister of Education, Martin McGuinness MP MLA, also reported on the achievements of the associated North-South schools project – Dissolving Boundaries. College staff and students supported colleagues in five local primary schools in linking up with five schools in the RoI, utilizing new technology sponsored by Dell Computers and Eircom.

PARTNERSHIP WITH SCHOOLS

College staff during the year under review continued to work hard at enhancing existing partnerships. With the help of additional financial assistance provided by the Department of Education (DE), the College was able to mount three partnership development days for colleagues from nursery, primary, secondary and special schools. The format adopted provided opportunities for those colleagues, through workshop sessions, to comment on the strengths and weaknesses of existing arrangements and make suggestions for changes. A summary document was circulated to all participants. The discussions were constructive and lively. A number of new ideas have been taken on board for 2001-02. A further tranche of funding has been made available for use during the current year and it will therefore be possible to invite school colleagues to participate in the recently launched review of the existing BEd degree. As potential customers for the BEd 'product', their views certainly need to be taken account of.

ETI SURVEY

The last **Annual Report** referred to the positive, published outcome of the 1996-99 survey of the College's partnership arrangements with schools by the Education and Training Inspectorate (ETI). A further two-year survey of how the College's provision for ITE students in the areas of English/literacy, Mathematics/numeracy, ICT and classroom management is contributing to school improvement commenced in the autumn of 2000. A number of selected visits were made by the College's ETI Team to schools in the post-Christmas period, in order to observe some teaching by students and to elicit their views and those of their classroom hosts on the identified issues. Consultation had taken place beforehand with College staff and with those of the other local teacher education providers (who are also within the scope of the survey), so that detailed sets of competences for the areas under review could be developed. Details of the survey instrument were released to the institutions. Thus, it can be seen that the process is being conducted in a spirit of professional dialogue. A preliminary, unpublished report will be made available to each of the institutions in 2001-02 and following observation of work in each of the HEIs, as well as more school visits, a

published report will be issued following the completion of the survey in the summer of 2002.

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 its representation on the Universities Council for the Education of Teachers (UCET), the Northern Ireland Teacher Education Committee (NITEC), the Committee for Early Professional Development (CEPD) and the Advisory Committee for the Professional Qualification for Headship (NI). Gail Eason of the Educational Studies Department continues to be partially seconded to the team of trainers who are delivering the PQH (NI). In the last **Annual Report**, I referred to the innovatory, part-time Certificate in Working with Schools, developed by the College in response to the training needs of the Royal Ulster Constabulary's juvenile liaison officers. A training module is provided by College staff, which has an optional assessment dimension, enabling those who wish to do so to convert the work undertaken into credit towards an undergraduate degree. A presentation of certificates by the Chief Constable, Sir Ronnie Flanagan, to the first cohort of students who had successfully completed the programme, was held in the College in January 2001. In his Annual Report 2000-01, the Chief Constable referred to the 34 Juvenile Liaison Officers who received certificates at the ceremony as an example 'of the importance we attach to ensuring our contacts with young people leave a lasting and positive impression' and he described the event itself as a major 'academic first' for the RUC. As the new Police Service of Northern Ireland (PSNI) comes into being during the current academic year, the programme will be extended to all of its community affairs officers.

OUTREACH

Student Mobility

The College continued to be very actively involved in the SOCRATES-ERASMUS student mobility programme in 2000-01. Forty-seven Stranmillis students were outwardly mobile on the ERASMUS scheme in the second semester: 43 BEd and 4 ECS. All students attended classes in the host institutions and completed the equivalent of a six-week placement in schools.

Thirty-nine students from partner European institutions (semester 1: 19; semester 2: 20) came to Stranmillis. All these students attended BEd classes and some ECS classes; most of them completed a period of school-based work.

Two students, one incoming (Amandine Chevallier from Orléans-Tours) and one returning (Alexandra Evans who was in Austria in 1999-2000), attended the ERASMUS conference organized by UKSEC in London on 5 March 2001.

One returning ERASMUS student (Diane Nugent) attended a two-week summer school course in Leeuwarden (The Netherlands) in May.

Staff Mobility

George Beale and Laurence Siberry taught a module during one week (20-27 January) in the University of Léon, Spain, where two BEd students completing their ERASMUS exchange were also monitored.

Leslie Caul and Sandra McWilliams visited the Southeastern Missouri State University from 5-8 February 2001 in order to establish new exchange arrangements for the current year.

Gertrude Patterson returned as a guest lecturer (22-27 March) to the University of Trolhattan, Sweden.

Hamish Fyfe went as a visiting lecturer (26 March –1 April) to the Hogeschool Drenthe (Assen), The Netherlands, as well as to monitor 4 BEd students completing their ERASMUS exchange.

Leslie Caul led an ERASMUS co-ordination meeting at Avignon for partner institutions from 18-21 April 2001.

Laurence Siberry attended an ERASMUS meeting with the Symposion network in the Marie Curie - Sklodowska University, Lublin, Poland (19-22 April). A bilateral agreement with the Polish university is being considered.

Frank Kelly visited Vaxjo University, Sweden, to set up an exchange programme for Health and Leisure Studies students.

Christine Lehman from the Padagogische Akademien des Bundes, Innsbrück, Austria, came to teach in the Music Department (7-18 February).

Ollipekka Kangas from Turku University, Finland, visited the Art Department (19-22 February).

Leif Johansson from Trolhattan/Uddevalla University, Sweden, came to teach on the one week TEFL course for BEd students at the end of May.

The Wider Horizons Project, directed by Maurice Blease, now in its thirteenth consecutive year, enabled a group of students from Stranmillis, St Mary's University College, St Patrick's College, Drumcondra and the Church of Ireland College at Rathmines, Dublin, to participate in urban enrichment and recreational activities in Lowell, Massachusetts in July 2001.

During the course of the year, a decision was taken to attempt to widen the student outreach programme beyond Europe. An arrangement was therefore negotiated with Southeastern Missouri State University for teacher education student mobility in the current academic year in the context of school placements, while explorations are also

being undertaken with colleagues in Sri Lanka and South Africa (Port Elizabeth University). It is also hoped to establish an on-going link with the Church of Ireland College, Dublin. A recent bid to the QUB Alumni Fund has secured some additional funding to assist the first group of student volunteers to go to the USA and South Africa in the current academic year.

INTAKES TO THE COLLEGE 2000-01

Bachelor of Education Degree Course

General Analysis

The intake quota for the BEd, as determined by the Department of Education, was 150 Primary students and 45 Secondary students. The quota was met with regard to the Primary BEd with 151 entrants. On the other hand, only 35 of the places on the Secondary BEd were filled.

The purpose of Table 1 is to indicate the number of people applying to the College, as compared with last 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.

It can be seen from Table 1 that the number of applicants has risen by 24% on the 1999 figure. The number of male entrants has increased significantly from 29 in 1999 to 43 in 2000. Of these, 29 are primary and 14 secondary. These figures contrast sharply with the situation in England, where in recent years, the number of applicants for BEd Primary degree courses has fallen from approximately three candidates per place to around two.

Table 1 General Analysis of Applicants to the BEd Degree Course

	2000		1999	
	Applicants	Entrants	Applicants	Entrants
Men	225	43	136	29
Women	715	143	622	158
Total	940	186	758	187

Number of Applications and Entrants per Subject

Table 2 shows the number of applications (as opposed to applicants) and entrants per subject.

It should be noted that an individual applicant may have applied for up to 3 courses within the BEd programme. Entrants to Technology and Design have risen from 8 in 1999 to 12 in the current year. This represents an increase of 50% on the 1999 intake and an increase of 300% on the 1998 intake (which was 3). Table 2 also illustrates the extent to which the UCAS Clearing mechanism was utilised within the BEd. It can be seen that a small number of students entered through this route and across a range of subjects.

Table 2 Number of Applications and Entrants Per Subject

BEd Primary						
	Applications	Unsuccessful	Declined	Entrants Main Scheme	Entrants Clearing	Total Entrants
Art	67	29	27	11	2	13
DAE	55	32	14	9	6	15
English	182	119	49	14	1	15
Geography	133	75	45	13	5	18
History	102	56	36	10	4	14
IT	67	30	28	9	5	14
Mathematics	70	28	33	9	2	11
Music	57	27	20	10	2	12
PE	204	136	57	11	2	13
Religious Studies	141	90	38	13	0	13
Science	106	60	34	12	1	13
Total	1184	682	381	121	30	151
BEd Secondary						
Business Studies	78	37	30	11	2	13
Religious Studies	37	17	12	8	2	10
Tech & Design	40	11	17	12	0	12
Total	155	65	59	31	4	35
Total Primary & Secondary	1339	747	440	152	34	186

Academic Quality of Entrants

The academic quality of entrants remains stable at a very high level. Tables 3 and 4 show that the majority of entrants have 3 A-levels or more. Seven females and 4 males possessed 3 'A' grades (or better) at A-Level. The number of entrants with non-traditional qualifications remains stable.

Table 3 Academic Quality of Entrants

	Men	Women	Total
3 A-Levels or more	35	132	167
2 A-Levels	1	1	2
Alternatives	7	10	17
Total	43	143	186

Table 4 Breakdown of Alternatives

	Men	Women	Total
HND/HNC	3	0	3
BTEC National Diploma	3	2	5
Access/Foundation	0	3	3
GNVQ & 6 Additional Units	1	3	4
Other	0	2	2
Total	7	10	17

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 Secondary entrants. The standard has remained consistent over recent years. Table 5 also shows the percentage of entrants who have a points score of 20 or greater. This statistic enables the College to compare the academic score of entrants against a national benchmark. It can be seen that 83% of Primary entrants had achieved a points score of 20 or greater. The top scoring institution in England, according to the most recent Teacher Training Agency ITT Performance Profiles, was Homerton College with 79%, followed by Keele University with 71%. A full comparison of Secondary BEd profiles is not possible since the only secondary subject delivered largely through an undergraduate route in England is Design and Technology. The percentage of Stranmillis entrants with an A-level points score of 20 or more in Design and Technology is 50%, compared with Nottingham Trent which had a score of 28%, followed by Wolverhampton with 20%.

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

Subject	Entrants	Average Score	% of Entrants with Score of 20+
Primary			
Art	13	23	92
DAE	15	21	80
English	15	24	88
Geography	18	24	89
History	14	24	100
IT	14	17	27
Mathematics	11	27	91
Music	12	20	67
Physical Education	13	21	80
Religious Studies	13	24	92
Science	13	26	100
Average Primary		23 (23)*	83 (90) *
Secondary			
Business Studies	13	15	11
Religious Studies	10	20	67
Technology & Design	12	18	50
Average Secondary		18 (17)*	43 (26)*

***Average 1999**

Interview Ratings of Entrants

The interview continues to be a vital part of the selection process and, as shown in Table 6, no students were admitted with an interview rating of less than C.

Table 6 Interview Ratings of Entrants

Ratings	Men	Women	Total
A	18	56	74
B	16	72	88
C	9	15	24

Geographical Distribution of Entrants

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

Table 7 Geographical Distribution of Entrants

	Men	Women	Total
Belfast	10	16	26
Co Antrim	10	41	51
Co Armagh	6	20	26
Co Down	4	38	42
Co Fermanagh	2	4	6
Co Londonderry	5	12	17
Co Tyrone	6	11	17
Republic of Ireland	0	1	1
Total	43	143	186

Types of Schools from Which Entrants Have Come

The majority of entrants to the BEd degree come from Grammar Schools. The number of students coming from Secondary Schools has returned to the 1998 level, following a rise to 25 in 1999. The number of students who entered from Colleges of Further and Higher Education has increased from 7 in 1999 to 26 in 2000.

Table 8 Types of Schools from Which Entrants Have Come

	Men	Women	Total
Grammar	32	116	148
Secondary	3	9	12
Further Education	8	18	26
Total	43	143	186

Results of Applications from Mature Students

The number of mature entrants has increased from 9 in 1999 to 13 in the current year. This figure represents 7% of the BEd intake. Entrance was based on alternative qualifications in 50% of cases.

Table 9 Results of Applications from Mature Students

	Men	Women	Total
Accepted	6	7	13
Withdrawn	32	14	46
Not Accepted	17	47	64
Total	55	68	123

Table 10 Educational Attainment of Successful Mature Students

	Men	Women	Total
3 A-Levels	3	3	6
Access	0	3	3
Alternatives	3	1	4
Total	6	7	13

Postgraduate Certificate in Education

General Analysis

Twenty places were available on the PGCE for Intending Educational Psychologists. All places were filled with students whose undergraduate degree qualification was an upper second class honours degree or better.

The PGCE (Early Years) was introduced in September 2000. Fifteen places were allocated by the Department of Education. Of the 16 entrants, 12 possessed an upper second class degree or better and 4 had gained a lower second class degree.

Table 11 Results of Applications for the PostGraduate Certificate in Education for Intending Educational Psychologists

	Men	Women	Total
Accepted	2	18	20
Withdrawn	0	3	3
Not Accepted	4	51	55
Total	6	72	78

Table 12 Results of Applications for the PostGraduate Certificate in Education in Early Years

	Men	Women	Total
Accepted	1	15	16
Withdrawn	0	5	5
Not Accepted	9	145	154
Total	10	165	175

Bsc (Hons) Health and Leisure Studies

The number of applicants to this degree increased significantly from 171 in 1999 to 230 in 2000. Entrants with A-levels had an average score of 17 points and came mainly from Grammar Schools. Approximately half of the intake came from Further and Higher Education Colleges. Of the 30 entrants, 11 have been admitted directly into the second year of the degree. These students had achieved a high standard in HND in an area related to the degree content.

Table 13 General Analysis of Applicants

	2000		1999	
	Applicants	Entrants	Applicants	Entrants
Men	105	15	69	14
Women	125	15	102	13
Total	230	30	171	27

Table 14 Number of Applications and Entrants

	Applications	Unsuccessful	Declined	Entrants Main Scheme	Entrants Clearing	Total Entrants
Health & Leisure Studies	230	141	69	20	10	30

Table 15 Academic Attainment of Entrants

Entrants to Year 1	Entrants	
A-Levels	11	With an average score of 17 points
Alternative Qualifications	8	
HND, BTEC National Diploma, Advanced GNVQ		
Entrants to Year 2	Entrants	
Alternative Qualifications	11	HND with 5 Distinctions in Year 2 work

Table 16 Types of Schools from Which Entrants Have Come

	Men	Women	Total
Grammar	7	6	13
Secondary	0	0	0
Further Education	8	9	17
Total	15	15	30

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

The number of applicants to this degree more than doubled in 2000, with many of the applicants for the BEd degree identifying Early Childhood Studies as a fallback position. Entrants with A-levels had an average score of 17 points and came mainly from Grammar Schools. Seventy percent of the intake came from Further and Higher Education Colleges. Of the 40 entrants, 9 have been admitted directly into the second year of the degree. These students had achieved an HND in Early Childhood Studies, scoring Distinctions in the majority of modules.

Table 17 Applicants to the BA (Hons) Early Childhood Studies Degree Course

	2000		1999	
	Applicants	Entrants	Applicants	Entrants
Men	0	0	2	0
Women	288	40	111	36
Total	288	40	113	36

Table 18 Number of Applications and Entrants

	Applications	Unsuccessful	Declined	Entrants Main Scheme	Entrants Clearing	Total Entrants
Early Childhood Studies	288	159	96	33	7	40

Table 19 Academic Attainment of Entrants

Entrants to Year 1	Entrants	
A-Levels	14	With an average score of 17 points
Alternative Qualifications: BTEC National Diploma, Advanced Diploma in Childcare & Education	17	
Entrants to Year 2		
Alternative Qualifications	9	HND with 7 Distinctions in Year 2 work

Table 20 Types of Schools from Which Entrants Have Come

	Men	Women	Total
Grammar	0	10	10
Secondary	0	2	2
Further Education	0	28	28
Total	0	40	40

Part-Time Undergraduate Degrees

BA (Hons) Early Childhood Studies

The number of applications for the part-time degree has remained stable over the last 3 years. The number of entrants to Stranmillis dropped in 1999 to 19 but has increased in 2000 to a healthy figure of 35. The number of applicants to Omagh has dropped slightly and this is reflected in the reduced number of students admitted to the course. It should be noted that 11 of the 19 students admitted to Omagh have entered the course directly into Years 2 and 3, which is Level 2. This reflects the strong HNC/D provision in the North West Institute (Londonderry).

Table 21 General Analysis and Results of Applications

BA (Hons) Early Childhood Studies				
	Stranmillis		Omagh	
	2000	1999	2000	1999
Applicants	91	106	47	67
Entrants				
Year 1	30	6	8	22
Year 2	5	13	6	3
Year 3	0	0	5	0
Total	35	19	19	25

General Comments

- (a) A major change was made to the recruitment and selection process in 1999 when the College entered the national UCAS scheme. Offers in this scheme are based mainly on predicted grades at A-level. This is a very unscientific and unreliable method and university admissions officers set their level and number of offers mainly on the basis of past experience. Without prior experience of working the scheme, it was difficult to predict how intakes would work out this year. The College might have been seriously under its intake quota or on the other hand, it might have overshot significantly. Thankfully, intakes worked out at just about the correct level, and quality remains high.

- (b) As the tables indicate, a small minority of students entered the College through Clearing. The term 'Clearing' has been used in this report to include all very late offers and these included a number of transfers from QUB and other universities.
- (c) The 43 males admitted to the College is the highest number for many years. Males represent 29% of entrants to the Primary BEd, up from 15% in 1999. The most recent figures from the TTA indicate that only 13% of those entering primary teaching in England are male. The last year in which the College recruited 40 males or more was in 1976 when the intake quota was 273 students and there were 291 male applicants.
- (d) The intake to BEd Secondary Technology and Design is most encouraging. There are two possible reasons for the increased interest. In the first instance, entry of the College into UCAS may have given the College a higher profile. Secondly, the Technology and Design Consultative Committee, on which there are representatives of feeder schools, may have encouraged more applicants through its various publicity initiatives. Whether this trend will be maintained, remains to be seen. A recent survey, sponsored by the Committee and funded by DE, has revealed significant underlying problems and the need for a series of remedial actions.
- (e) Recruitment to BEd Primary Information Technology and BEd Secondary Business Studies has been more difficult this year. It is not difficult to speculate that young people taking either of these subjects at A-level will have been attracted by the much publicised skills-shortages in the area of e-commerce and will therefore undertake degrees which may lead to occupations with much better financial rewards than teaching.
- (f) Intakes to the two non-teacher education degrees are satisfactory. Whilst the number of applications for both were very healthy, it was a little disappointing that a greater number of applicants did not accept the conditional offers made. It would perhaps appear that both degrees are currently viewed, to some extent, as a 'second-best' choice for most applicants. It is therefore necessary to build the demand for these degrees by establishing their reputation through those currently studying on them, as intellectually demanding, highly relevant to career aspirations and as an enjoyable third level '*Stranmillis experience*'.
- (g) With the support of the ICT services staff, the College successfully implemented the technological aspects of the changes in the selection procedures. The staff in Academic Registry worked closely with Queen's University in providing an Internet service from mid-August, whereby an applicant could check whether a decision had been made by keying in his/her UCAS number. This information was updated daily.

THE CAMPUS AND ITS BUILDINGS

During 2000-01, despite the disappointment resulting from the failure of the College's bid to DEL to secure funding for a major capital project, some further progress was

made with health and safety and disability issues. A development which was particularly welcomed by students was the conversion of Dunseverick Hall to self-catering accommodation, for use by final year students. This involved the installation of three fully-equipped kitchens, one on each floor. A major survey of campus maintenance needs has been undertaken, so that a planned programme can be developed. The former Games Room in the Refectory Building, rechristened the Donard Suite, was fitted out as a training facility. Finally, the year also saw the withdrawal of the Northern Ireland Centre for Learning Resources (NICLR) from the Orchard Building, thus bringing to a close an interesting experiment whose origins lay in the College's Learning Resources Unit.

Attention will be given in the coming year as to the best use of the vacated premises in the context of the development plans for the Orchard site. Urgent action will be required in 2001-02 to make effective use of additional funding of £130,000 allocated by DEL for 2002-03 to assist with complying with the legal requirements of new disability legislation, due to come into force in 2004. Priority will be given to any further modifications required in teaching areas and in the Refectory.

HUMAN RESOURCES

For the first time in its history, the College appointed in January a full-time Human Resources specialist, Ursula Doherty, who took up her duties in March. Given the complexity and importance of the area, this was a timely step. A significant backlog of work is now receiving Miss Doherty's attention, for example the updating of staff handbooks in the light of recent legislation and compliance with Data Protection legislation. A major job evaluation exercise for non-teaching staff on NJC salary scales has been undertaken by Belfast City Council's Business Improvement Section, following the negotiation of new arrangements for evaluation with NIPSA. The results of this are due in the autumn. The DEL permitted the two University Colleges to bid for funding support under HEFCE Circular 01/16 'Rewarding and Retaining Staff'. The bid took the form of the submission of an 'emerging' Human Resources Strategy, which was approved by a panel of experts appointed by HEFCE, subject to clarification of a small number of issues. This approval released additional DEL funding of £76000 for the proposed actions during the current academic year. All of this, combined with the implications of the Equality Scheme initiative, outlined in the next section, represents a significant agenda for the current academic year and in turn inevitably raises questions about the level of staffing support required in such a vital area.

EQUALITY/ DIVERSITY ISSUES

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

1 Fair Employment Monitoring

There were a number of changes to the monitoring regulations during the year. The College is now required to monitor promotees and leavers as well as applicants, appointees and the workforce. Part-time workers (i.e., those working less than 16 hours per week) must also be included when monitoring the workforce - in previous years, only employees working 16 hours or more per week were included.

(a) Applications for Employment

During the year ending December 2000, 352 applications were received, 88 from males and 264 from females. The breakdown in terms of gender and perceived community background was as follows:

	Male		Female		Totals	
	No.	% ¹	No.	%	No.	%
Protestant	51	14	143	41	194	55
Roman Catholic	37	11	116	33	153	44
Not determined	0	0	5	1	5	1
Totals	88	25	264	75	352	100

▪ Applications by category:

Academic	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	26	33	27	35	53	68
Roman Catholic	13	17	12	15	25	32
Not determined	0	0	0	0	0	0
Totals	39	50	39	50	78	100

Admin/Technical	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	21	9	102	44	123	53
Roman Catholic	19	8	90	38	109	46
Not determined	0	0	2	1	2	1
Totals	40	17	194	83	234	100

¹ Throughout this section, percentages are rounded to the nearest whole number.

Weekly	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	4	10	14	35	18	45
Roman Catholic	5	13	14	35	19	48
Not determined	0	0	3	7	3	7
Totals	9	23	31	77	40	100

The goals for applications and appointments as stated in the College's Affirmative Action Programme (agreed with the then Fair Employment Commission) are as follows:

- **Admin/Technical** **27 % Roman Catholics**
- **Manual Staff** **32 % Roman Catholics**
- **Overall Target** **30 % Roman Catholics**

All of the targets for applications from the Roman Catholic community have been exceeded.

There is a much higher percentage of applications from Protestants for academic posts than is noted in either admin/technical or weekly. Although there are no goals or targets for this category of staff, this pattern skews the figures for overall applications.

- **Comparison between this year and last year:**

2000	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	51	14	143	41	194	55
Roman Catholic	37	11	116	33	153	44
Not determined	0	0	5	1	5	1
Totals	88	25	264	75	352	100

1999	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	30	15	73	37	103	52
Roman Catholic	32	16	63	32	95	48
Not determined	0	0	0	0	0	0
Totals	62	31	136	69	198	100

There has been a marked increase in the number of applications received.

(b) Appointees

33 appointments were made:

	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	6	18	12	36	18	55
Roman Catholic	4	12	9	27	13	39
Not determined	1	3	1	3	2	6
Totals	11	33	22	67	33	100

▪ **Appointees by category:**

Academic	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	2	18	6	54	8	72
Roman Catholic	2	18	1	10	3	28
Not determined	0	0	0		0	0
Totals	4	36	7	64	11	100

Admin/Technical	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	1	14	2	29	3	43
Roman Catholic	0	0	4	57	4	57
Not determined	0	0	0	0	0	0
Totals	1	14	6	86	7	100

Weekly	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	3	20	4	27	7	47
Roman Catholic	2	13	4	27	6	40
Not determined	1	7	1	6	2	13
Totals	6	40	9	60	15	100

Again, the targets agreed with the Equality Commission for appointees from the Roman Catholic community have been exceeded.

(c) Promotees

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

There are no goals or targets regarding composition of promotees in terms of perceived community background.

(d) Leavers

	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	6	32	6	32	12	64
Roman Catholic	2	11	3	15	5	26
Not determined	1	5	1	5	2	10
Totals	9	48	10	52	19	100

There are no goals or targets regarding composition of leavers in terms of perceived community background.

(e) Workforce Composition

	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	72	33	86	40	158	73
Roman Catholic	19	9	36	17	55	26
Not determined	1	0	1	1	2	1
Totals	92	42	123	58	215	100

- **Workforce composition by category:**

Academic	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	28	42	24	36	52	78
Roman Catholic	8	12	7	10	15	22
Not determined	0	0	0	0	0	0
Totals	36	54	31	46	67	100

Admin/Technical	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	25	38	26	39	51	77
Roman Catholic	4	6	11	17	15	23
Not determined	0	0	0	0	0	0
Totals	29	44	37	56	66	100

Weekly	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	19	23	36	44	55	67
Roman Catholic	7	9	18	22	25	31
Not determined	1	1	1	1	2	2
Totals	27	33	55	67	82	100

The College has a goal of increasing the Roman Catholic proportion of the non-teaching workforce to 30%. The composition of the non-teaching workforce is:

Non-Teaching	Male		Female		Totals	
	No.	%	No.	%	No.	%
Protestant	44	30	62	42	106	72
Roman Catholic	11	7	29	20	40	27
Not determined	1	1	1	0	2	1
Totals	56	38	92	62	148	100

The College has continued to move towards this target – the proportion of Roman Catholics in the non-teaching workforce has risen by 3% since last year.

▪ **Composition of Overall Workforce (over the last decade):**

Year	Total	Protestant		Roman Catholic		Not determined	
		No	%	No	%	No	%
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
1991	244	199	82	38	15	7	3

These figures illustrate the progress made in recent years regarding the composition of the College's workforce. The proportion of Roman Catholics in the workforce has risen by 11% over the last 10 years, and is now extremely close to the target agreed with the Equality Commission.

2 Affirmative Action Programme

All of the targets regarding applications and appointees from the Roman Catholic community have been exceeded during this monitoring year. Further progress has been made towards meeting the goal regarding workforce composition.

The College's welcoming statement continues to be used in job advertisements for non-teaching posts.

The College developed an Equal Opportunities Code of Practice, with advice and approval obtained from the Equality Commission during this process.

A staff development conference on equality issues was held on site in September 2000. This was attended by employees from all departments in the College. Representatives from the Equality Commission, Disability Action and the NI Council for Ethnic Minorities made presentations on important issues in their respective fields. Professor Richard McMinn and John Kelly introduced the College's new Equal Opportunities Code of Practice.

3 Key Issues for the year to December 2001

(a) Designation of the College as a public authority under Section 75 of the Northern Ireland Act

All of the HEIs in Northern Ireland have now been designated as public authorities under this legislation, therefore they are required to

“have due regard for the need to promote equality of opportunity and also to have regard for the desirability of promoting good relations.”²

Equality of opportunity is to be promoted for persons of different religious beliefs, political opinion, racial group, age, marital status, sexual orientation, men and women generally, persons with a disability and persons without and persons with dependants and persons without.

Under this legislation, the College must prepare, consult on and submit an equality scheme to the Equality Commission. It must review the impact of its policies on different sections of the community and take steps to redress any adverse impact discovered. This process runs on a 5 year cycle, with a revised equality scheme to be submitted at the end of each 5 year period.

² Equality Commission for Northern Ireland (2000) Guide to the Statutory Duties. p9.

The five HEIs are collaborating on some common areas, such as preparation of a model scheme for adaptation by each institution and initial training for staff.

Funding was announced by DEL to assist the sector with the preparation of equality schemes. Representatives from each institution met and agreed on the best use of these funds. The measures agreed included:

- provision of training for staff whose role involves policy making.
- production of guidance booklets for staff on their roles and responsibilities under the equality scheme.
- translation services, in order to provide access for individuals who have difficulty with English as their first language.

The College's draft equality scheme was submitted to the Commission for consideration on 13 October 2001.

(b) Diversity Working Group

This group was established at the beginning of the academic year. The mission statement of the group is

“to create a shared learning environment in which diversity is welcomed and celebrated”.

It is recognised that all members of the College community must share in the promotion of good relations, therefore the group has student members, staff who teach and those who provide support (e.g., administrative and technical staff).

(c) Legal issues

One complaint was received from an employee. A settlement was reached in this matter.

A case regarding a former student was scheduled for hearing on the week commencing 14 May but was settled out of court. A case regarding a recruitment exercise in 1998 was scheduled for hearing in September 2001 but was settled in advance. There was no admission of liability on the part of the College in relation to any of these.

(d) Childcare initiatives

The College is introducing a scheme through which staff who have children under 18 years of age may opt to have part of their salary paid in childcare vouchers. This can result in a saving of up to 8.4% per annum for the employee through reduced National Insurance contributions.

An information day was held on 26 April 2001 and there were expressions of interest in the scheme from employees across the College.

The College is also investigating the possibility of establishing a crèche on site in conjunction with a childcare organisation. It is anticipated that this would be open to children of both staff and students.

4 Conclusion

The goals relating to applications and appointments under the Affirmative Action Programme have all been exceeded this year. Only the workforce composition target remains to be met, and the College appears to be on track to meet this target in the near future.

The College will have a significant amount of work to undertake in order to fulfill the duties imposed under Section 75 of the Northern Ireland Act, both in the initial submission of its equality scheme and in the ongoing programme monitoring and evaluation. Equality of opportunity will continue to be at the forefront of policy development and delivery within the College.

CONFERENCES

The College continues to expand and develop its conference business, attracting external clients from both the public and private sectors. A total of £139,499 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 were successfully retained. One of the outstanding events was the invitational seminar to disseminate the ongoing work of the Effective Pre-School Provision in Northern Ireland (EPPNI) and Effective Pre-School Provision in England (EPPE) Projects to key individuals with an interest in Early Years Education in NI. The event, which was chaired by Assistant Secretary, June Ingram (DE), took place on 18 May 2001 and speakers included Professor Kathy Sylva (Oxford University), Professor Edward Melhuish (Birkbeck College, London), Professor Iram Siraj-Blatchford (Institute of Education, University of London), Professor Pam Sammons (Institute of Education, University of London) and Brenda Taggart (EPPE Project). Kathleen McSherry and Louise Quinn, representing Stranmillis, organized the conference and presented papers on behalf of the EPPNI Project. The seminar discussant was Dr Christine Liddell (UU). A large audience of academics, ETI inspectors, Early Years Advisers and representatives of NGOs active in the Early Years field attended. This was a quality event which highlighted the College's role as a centre of excellence for Early Years research. The EPPNI Project – a longitudinal study – is funded by the Departments of Education and Health and Social Services and Personal Services.

An 'off the shelf', week-long, cultural and educational, residential course was organized in December 2000 by Gertrude Patterson, assisted by a significant number of colleagues, for a group of twenty three teacher educators from Norway.

The provision of accommodation and training facilities, in partnership with the Belfast City Council, for participants in the World Amateur Boxing Championships in June provided a considerable challenge for the administrative, catering, housekeeping, portering and security staff involved (especially given the wide cross-section of nationalities represented). However, it was a challenge which they took on successfully, thereby making a valuable contribution to the Council's efforts to promote the city and its new Odyssey arena as a suitable venue for high profile sporting events and as an attractive tourist destination. 'A good example of town working with gown' was how the principal organizer, Mervyn Elder (a former student of the College) summed it up.

STAFF RESEARCH, PUBLICATIONS AND ACHIEVEMENTS

As in previous years, during 2000-01 staff undertook a variety of research projects and contributed to publications of various kinds. A full list for the period under review ending on 31 August is set out below:

- Ferguson, J.B. (2001). ADHD and the Primary English Curriculum in **English Four to Eleven**, No 11.
- Ferguson, J.B. (2001). Where Phonics, Reading and Writing Meet in **The Primary English Magazine**, Vol 7, No1.
- Gray, C. with Nikolou-Walker, E. and Gardner, J. (2000). Community Education and Women's Empowerment in Alheit, P. et al.,(Eds). **Lifelong Learning Inside and Outside Schools**, Vol 2, pp. 624-635.
- Hagan, M. (2001). Educare in the Independent Sector: a model for the way ahead or the preserve of the elite? in **Irish Educational Studies**, Vol. 20, pp. 296-309.
- Kearns, H. (2001) Competence-based Early Professional Development. First Impressions of the Northern Ireland Programme in **Journal of In-service Education**, Volume 27, Number 1, 2001.
- McCann, W. (2000). The Church with the Curious Tower. A note on 'Surprised by Joy', in **The Lamp-Post of the Southern California CS Lewis Society**, Vol 24, No 3, pp. 15-17.
- McConnell B.A., Hepper P.G., Thompson A.J. and Dornan J.D. (2000). Perinatal Determinants of Intelligence at Age Eleven. Abstract published in **Prenatal and Neonatal Medicine**, Vol 5, Supplement 2.
- McConnell B.A., Hepper P.G, Thompson A.J. and Dornan J.D. (2000). Is Antenatal Umbilical Doppler Ultrasound a Useful Tool to Predict Intelligence? Abstract published in **Prenatal and Neonatal Medicine**, Vol 5, Supplement 2.
- McConnell B.A., Thompson A.J., Dornan J.D. and Hepper P.G. (2000). Is Antenatal Umbilical Artery Doppler Ultrasound a Useful Tool to Predict Intelligence? **Proceedings of the 4th Annual Congress of the Perinatal Society of Australia and New Zealand.**

- McConnell B.A., Thompson A.J., Dornan J.D. and Hepper P.G. (2000). Perinatal Determinants of Intelligence at Age Eleven. **Proceedings of the 4th Annual Congress of the Perinatal Society of Australia and New Zealand.**
- McConnell B.A., Thompson A.J., Stewart M., Dornan J.D. and Hepper P.G. (2001). Pulsatility Index as a Determinant of Neurodevelopmental Outcome. Abstract published in **Pediatr Res** 49 (2): 289.
- McConnell B.A., Thompson A.J., Stewart M., Dornan J.D. and Hepper P.G. (2001). Fetal Origins of Behavioural Outcomes at Age Eleven. Abstract published in **Pediatr Res** 49 (2): 296.
- McConnell B.A., Thompson A.J., Gray A., Stewart M.C., Shields M.D. and McClure B.G. (2001). Is Vascular Arterial Compliance Programmed in Utero? Abstract published in **Pediatr Res** 49 (2): 293.
- McConnell B.A., Thompson A.J., Shields M.D., McClure B.G., Dornan J.C., McMaster C., Young I. and Stewart M.C. (2001). Circulating Adhesion Molecules at Age Twelve and Fetal Nutritional Parameters. Abstract published in **Pediatr Res** 50 (1).
- McConnell B.A., Thompson A.J., Shields M.D., McClure B.G., and Stewart M.C. (2000). Blood Pressure, Body Mass Index and Skinfold Thickness at Age Eleven Related to Fetal Nutritional Measurements. Abstract published in **Prenatal and Neonatal Medicine**, Vol 5 Supplement 2.
- McConnell B.A., Thompson A.J., Shields M.D., McClure B.G. and Stewart M.C. (2000). Lung Function at Age Eleven and Fetal Nutritional Parameters. Abstract published in **Prenatal and Neonatal Medicine**, Vol 5 Supplement 2.
- McConnell B.A., Thompson A.J., Shields M.D., McClure B.G. and Stewart M.C. (2000). Arterial Compliance in Eleven Year Old Children Related to Fetal Doppler Measurements. Abstract published in **Prenatal and Neonatal Medicine**, Vol 5 Supplement 2.
- McConnell B.A., Thompson A.J., Stewart M.C., McClure B.G. and Shields M.D. (2001). Lung Function at Age Twelve and Fetal Nutritional Parameters. Abstract published in **Pediatr Res** 49 (2): 293.
- McCooley, R. (2000). In Support of Play in the Early Years. Paper presented at **North-South (Ireland) Early Years Network** meeting.
- McCooley, R. (2001). Watch the Children Play - the use of audiovisual recording, to gain an insight into peer interaction during play in preschool settings in Northern Ireland. **International Play Association Conference**, Hofstra University.
- Patterson, G. (2000). Poetry and the Craft of Writing. Paper given at the **Creative Writing Conference**, held in Sheffield Hallam University.
- Patterson, G. (2001.) "Sing Whatever is Well Made": Poetry Writing and the English Curriculum. Paper given at the **12th European Conference on Reading**, Dublin, July 2001.
- Phoenix, E. (2001). **Two Acres of Irish History; Friar's Bush and Belfast 1570-1918: Using the Evidence.** Ulster Historical Foundation (revised edition).

- Phoenix, E. (2001). Home Rule, Partition and the Northern Nationalists 1870-1930 in Hanna, R. **The Union: Essays on Ireland and the British Connection**, Colourpoint, pp. 48-59.
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- Phoenix, E. (2001). Coverage of Northern Ireland Cabinet Papers for 1971. **Irish Times**, 1-2 January 2001.
- Quinn, L. (2001). An Analysis of Observational Data. **EPPNI Project, Stranmillis University College**, Technical Paper 1.
- Quinn, L. (2001). Cognitive and Social/Behavioural Development at Age 3-4 Years in Relation to Family Background. **EPPNI Project, Stranmillis University College**, Technical Paper 2.
- Quinn, L. (2001). Pre-school Centre Characteristics. **EPPNI Project, Stranmillis University College**, Technical Paper 3.
- Richardson, N. (2001). Religions, Divisions, Values and Visions in Education in **Dharma World**, Vol.28, July/August 2001, Japan, Kosei Publishing Company.
- Richardson, N. (2001). **Who's Who in Education for Diversity?** (co-editor), Belfast, the FOCUS Group.
- Walsh, G., Rafferty, H., Sproule, L., McGuinness, C. and Sheehy, N. (2001). **Evaluation of the Northern Ireland Early Years Enriched Curriculum**. Report prepared for the Northern Ireland Curriculum, Examinations and Assessment Council (CCEA), Belfast: Queen's University.
- Walsh, G. (2001). **Sarah and the Whammi (Literacy and Education for Mutual Understanding), Teachers' Guide**. London: Channel Four Television Corporation and the Community Relations Council.

STAFF DEVELOPMENT

Attention during 2000-01 continued to focus on the themes of ICT, the review of the Northern Ireland Curriculum for schools, the promotion of a research culture and membership of the Institute for Learning and Teaching (ILT). With new PCs on staff desks by the autumn of 2000, after a preliminary briefing, a portfolio of on-line ICT training modules was made available for use, supplemented by specific workshops, for example on using Powerpoint. Dr. Roger Austin, Director of the In-TENT Project, led a staff seminar on the work of the Project, supported by Les Caul, Sandra McWilliams and Heather Kinnear. Carmel Gallagher of CCEA, in association with Les Caul, continued to keep staff informed about the ongoing 'great debate' on school curriculum issues, while the various research groups met on a number of occasions, to discuss their objectives and proposals. As previously noted, staff development in relation to ICT was the subject of a major evaluation study under the auspices of the In-TENT Project.

Attention continued to be focused during the year on encouraging academic staff to apply for membership of the Institute for Learning and Teaching (ILT), utilizing the 'fast-track' route for established staff in higher education. The College, as noted last year, in line with practice in some other institutions, is offering to pay both the initial application fee and the first annual subscription fee in order to stimulate interest. To date 20 (38 per cent) members of the academic staff have applied successfully, with a number of other applications still being processed. Finally, the College continued to have the valuable support of the Queen's University Centre for the Enhancement of Learning and Teaching (CELT) in relation to the activities of the Quality Assurance Agency (QAA) generally and, specifically, in terms of preparation for the QAA Subject Review of Education provision at the College (covering the BA(ECS) and M-level Education degrees, but not the BSc(HLS) or the BEd) which will take place from 5-8 November 2001.

The staff development agenda for the next two academic years will of course be influenced by the outcomes of the staff appraisal process over the summer period.

STUDENT LIFE AND ACHIEVEMENTS

Student achievements included raising a sum of £2053.51 for local and national charitable organizations, such as the MacMillan Cancer Fund and the BBC 'Children in Need' appeal and the staging of the annual College pantomime, 'Aladdin', in early December 2000, which, as usual, was well attended by school parties, some traveling considerable distances. Music staff and students were responsible for the excellent choral input to the College's annual Carol Service, 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 10 May. This last event was attended by the Permanent Secretary of the Department for Employment and Learning, Alan Shannon and his wife Christine. Mr. Shannon subsequently commented: 'We could only be enormously impressed by the quality of the performances ... The schools' sector is fortunate to have the opportunity to employ such talented people'.

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 Nicky Blair, continued to represent student views on a range of issues and organized exchange visits with St. Patrick's College, Drumcondra, Dublin and the annual joint study trip with St. Mary's University College Students' Union to research multi-ethnic education in the London borough of Newham over the Easter period. Claire Crawford was elected to serve as President during 2001-02.

On the student sporting front, the Men's Football Club, under captain Greig Savage, defeated Causeway Institute of Further and Higher Education to win the Northern Ireland Colleges League competition and subsequently competed in the European Universities tournament in the Netherlands in May.

- Dr. John McCullagh Science
- Miss Pamela Moffett Mathematics (with Curriculum Studies)
- Mrs. Jayne Moore* Music
- Mrs. Christine Nesbitt Domestic Bursar

* denotes a one-year post

BOARD OF GOVERNORS

Members were advised by senior DHFETE/DEL officials at their meeting on 14 June that while their three-year term of office was due to end on 31st August 2001, the Department, in planning for the appointment of a new Board, had discovered that when the Departments (NI) Order (1999) had been enacted, no provision had been made for such a process. So, due to this technical legal difficulty, the Department found itself in the position where it could not appoint a new Board until necessary legislation was put in place. In the interim, the Department proposed to invite existing members to continue in office, under Professor McCloy's chairmanship. A minimum of a year was likely to be needed to resolve the matter through new legislation.

As a result of subsequent correspondence, it has become clear that all of the existing Board members are content to remain in office for a further period, with the exception of Professor Bob Cormack, who, as previously noted, has moved to Scotland to take up the post of Principal of the UHI Millennium Institute and George Orr, who has completed six years as a Board member and is heavily committed in personal terms as the Chair of Board of Governors of Edgehill College. I wish both well in their respective new roles and would wish to thank them for their very significant contributions to the life and work of the College. Mr. Orr's replacement will be Dr. Desmond Hamilton.

THE YEAR AHEAD

The academic year ahead will undoubtedly pose a number of significant challenges. The Board of Governors and the staff need to take ownership of a revised Mission Statement and Strategic Development Plan for the period 2001-04, which will involve a significant debate about the College's future role within the university sector. The issue of the College's accommodation needs for practical subjects is unresolved, despite the recent unsuccessful but creative exploration of a possible solution through the Government Loans Scheme. The implications, for example in relation to funding, for both university colleges of the announcement by the Minister, Dr. Sean Farren, in June that they are to be brought within the remit of a revamped Northern Ireland Higher Education Council (NIHEC) are as yet unclear. In public terms, the College's performance both in the November Specialist Subject Review of Education by a QAA team and in the ETI's survey of initial teacher education provision in Northern Ireland in relation to the preparation of students to handle the School Improvement Programme's themes of literacy, numeracy, classroom management and ICT, will not be without significance. Specific individual targets have been set for staff in relation to research in the coming year and it will be interesting to see how far those will be

successfully met. The agenda which is associated with the implementation of the College's Equality Scheme is a formidable one for a small institution. The recent creation of a single, national body for the negotiation of pay and conditions for all HE staff and the linked objective to create a single pay spine by the summer of 2002, in the context of a new contract for lecturers in the post-1992 sector, will raise a number of issues for the College. Management restructuring will also be a major priority for the year ahead, along with the development of a new set of arrangements for academic promotion. A full Human Resources Strategy will of course have to be submitted to HEFCE in June 2002. In conclusion, I would once again wish to record my personal thanks to the Chair, Vice-Chair and members of the Board of Governors for their help and support throughout a very busy year. The willingness of the members of the Establishment and Development Committee to serve on the significant number of appointment panels again deserves special mention. The commitment, dedication and hard work of members of staff, above all, continues to ensure that Stranmillis University College remains, as it always has been, a centre of educational excellence.

RICHARD MCMINN
OCTOBER 2001

POST-SCRIPT – QAA SUBJECT REVIEW OF EDUCATION

I am pleased to be able to report that the outcome of this crucial event, referred to above, was entirely positive, with the College scoring a maximum of 24 points for its BA (ECS) and M-level programmes in Education, placing it nationally in the top five per cent of all Schools of Education.

PRIZES AWARDED TO GRADUATING STUDENTS, JULY 2001

AWARD	NAME
The Gail Addison Memorial Prize (SBW Secondary)	Rachel Linden
The Allied Dunbar Prize (History)	Jane Thompson
The Association of Teachers' and Lecturers' Prize (Education Studies)	Nicola Whyte
The Aurora SX3 Award (CIT)	Kathryn McCracken
The Centerprise International Trophy (Geography)	Jill Loughery
The W. & G. Baird Limited Prize (Mathematics)	Janet Wilkinson
The Susan Curry Award (RS)	Avril McGowan
The Dunn Cup (T & D)	Simon Black
The English Cup	Nicola Whyte
The Mahon Prize (top Primary course student) – man	Colin Fulton
The Mahon Prize (top Primary course student)- woman	Janet Wilkinson
The Kathleen McSherry Prize (Early Childhood Studies)	Heather Anderson
The Northern Bank Prize (Art and Design)	Zoe Higginson
The Science Prize	Adele Wasson
The Robert Simpson Award (Music)	Suzanne Robinson
The Society of Teachers in Business Education Cup (Business Studies)	Pamela Gould
The Stranmillis College Association Prize (School Based Work Primary)	Suzanne Robinson
The Vere Foster Medal (top Secondary course student)	Rachel Linden
The Web Cup for French for Business Studies	Nicola Bond
The Maeve Ann Winters Award for Early Childhood Education	Charmaine McIntyre

IMPLEMENTATION OF STRATEGIC DEVELOPMENT PLAN 1998-2001

ACADEMIC AFFAIRS

OBJECTIVES

Academic Standards

- | | | |
|-----|---|------------------------------|
| 1.1 | To initiate pathway reviews in all degree programmes at three yearly intervals. (1998-99) | Achieved on an annual basis. |
| 1.2 | To develop procedures for five-yearly reviews of complete degree programmes. (1998-99) | QUB procedures in place. |
| 1.3 | To identify and consider the Quality Assurance Agency's requirements in relation to course documentation, module and degree templates and benchmarking of degrees. (1998-99) | Achieved. |
| 1.4 | To refine further College policy with regards to the Northern Ireland Credit Accumulation and Transfer Scheme (NICATS), particularly in relation to the accreditation of certificated learning. (2000-01) | Ongoing. |
| 1.5 | To consider critically module evaluation by students and to develop appropriate new procedures for such evaluations. (1998-99) | Achieved. |
| 1.6 | To develop a simplified procedure for dealing with external examiners' reports, within the context of annual pathway reviews. (1998-99) | Achieved. |
| 1.7 | To prepare for the continuation audit of the University in 1999 and the teaching quality assessment audit of teacher education courses which is due to take place by 2000-2001. (1998-99/2000-01) | Achieved. |

Research

- | | | |
|------|---|-----------|
| 1.8 | To consider critically the College's current Research Policy in the light of the national requirements and bring recommendations for any changes to Academic Board. (2000-01) | Achieved. |
| 1.9 | To promote the development of a research ethos in the College. (2000-01) | Ongoing. |
| 1.10 | To put in place steps to develop a priority approach to research on the part of staff. (2000-01) | Achieved. |

- 1.11 To continue to develop the College's particular research role in Early Years Education. (2000-01) Achieved.

Outreach

- 1.12 To continue to refine the College's approach to ERASMUS-SOCRATES, for example through the application of the European Credit Transfer Scheme (ECTS) to College courses. (1999-00) Achieved.
- 1.13 To achieve the current, corporate strategic objective of providing student mobility places for up to 20% of the student population. (1999-00) Achieved.
- 1.14 To continue to provide teaching mobility places for up to 10% of the total staff numbers. (1999-00) Ongoing.
- 1.15 To continue College participation in the COMENIUS Programme. (1999-00) Achieved.
- 1.16 To develop international links with other universities in the fields of Values Education and Education for Mutual Understanding. (2000-01) Achieved.
- 1.17 To initiate co-operation in initial teacher education through the Netherlands/Belfast (NoBel) project. (2000-01) Achieved.
- 1.18 To continue international research and curriculum development in relation to safety in schools through the Managing Violent Behaviour in Secondary Schools (MVBISS) project. (1998-99) Achieved.
- 1.19 To develop on-going placement links for College students in the Republic of Ireland. (2000-01) Achieved.
- 1.20 To consider providing world-wide opportunities for school placement, particularly in the United States. (2000-01) Achieved.

Education for Mutual Understanding

- 1.21 To continue to develop the EMU programme, in association with St. Mary's University College, in particular in relation to the preparation of students to undertake EMU activities in schools. (2000-01) Achieved.

1.22 To consider alternative approaches to EMU, for example, the use of double identity workshops. (2000-01) Achieved.

1.23 To develop further international linkage for the EMU programme. (2000-01) Achieved.

Staff Development

1.24 To progress staff training in Information and Communications Technology, in order to bring all relevant College staff up to the mandatory level of certification. (1999-00) Achieved.

1.25 To participate with other local higher education institutions in the Infusing Teacher Education with New Technologies (In-TENT) programme of evaluation of ICT developments, funded by the Higher Education Funding Council for England (HEFCE). (1999-00) Achieved.

1.26 To provide individual tuition, short courses and seminars on the use of ICT in teaching and in the support of student learning. (1999-00) Achieved.

1.27 To disseminate good practice in the field of EMU. (2000-01) Achieved.

1.28 To continue to develop Literacy and Numeracy as major aspects of the Bachelor of Education degree and to disseminate good practice in relation to those areas to all teaching staff. (2000-01) Achieved.

1.29 To provide conceptual support for staff considering the planning of diversified programmes. (2000-01) Ongoing.

1.30 To support staff in the further development of M-level work. (2000-01) Achieved.

1.31 To disseminate good practice, such as individual learning and open/distance learning, throughout the staff. (2000-01) Achieved.

1.32 To provide an induction programme for new teaching staff and to ensure that all staff are prepared and supported in their role in school-based work. (2000-01) Achieved.

1.33 To continue to harmonise all aspects of staffing in the College, its academic programmes, committee structures and procedures, with those of the Queen's University of Belfast. (2000-01) Ongoing.

Library and Learning Support Services

Library

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|------|---|-----------|
| 1.34 | To continue the implementation of the Talis library management system, in particular the Web OPAC and Interlibrary loans modules. (1999-00) | Achieved. |
| 1.35 | To continue the introduction of additional electronic resources of information (BIDS, FirstSearch etc.) and to integrate these with existing provision. (1999-00) | Achieved. |
| 1.36 | To integrate the former Language and Literacy centre within the Library and to provide access to its resources through the addition of its stock to the Talis database. (1999-00) | Achieved. |
| 1.37 | To take the opportunity provided by the additional floor space made available to the Library to rearrange stock and services. (1999-00) | Achieved. |
| 1.38 | To provide stock and services to meet the demands of new and revised courses and the expectations of students undertaking these courses. (2000-01) | Achieved. |
| 1.39 | To continue to seek ways of making the resources and services of the Library available to external users as a means of income generation. (2000-01) | |
| 1.40 | To enable the continuing development of staff competence in all areas of Library provision. (2000-01) | Achieved. |

Learning Support Services

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|------|--|----------------|
| 1.41 | To bring forward plans for the refurbishment of the Workshop and Print Room to meet future demands. (2000-01) | |
| 1.42 | To continue the development of print and other services, such as publications, to meet the needs of the College. (2000-01) | Some progress. |
| 1.43 | To provide services to meet the demands of new and revised courses and the expectations of students undertaking these courses. (2000-01) | Some progress. |

1.44 To extend the range of retail services offered to meet the needs of users and as a method of income generation in a largely self-financing environment. (2000-01) Achieved.

1.45 To enable the continuing development of staff competence in all areas of Learning Support Services provision. (2000-01) Achieved.

Computer Services

1.46 To establish successfully an autonomous and effective range of computer services across the College, under the direction of the Computer Services Manager, taking account of the planned shift from a Macintosh-based network to a PC-based one. (1998-99) Achieved.

1.47 To expand open access ICT provision for students, on the minimum basis of one platform for every five students. (1998-99) Ongoing.

1.48 To enable teacher education students to reach the necessary level of ICT skills, in line with developments in schools. (2000-01) Achieved.

CORPORATE AFFAIRS

OBJECTIVES

2.1 To introduce enhanced systems for the collection and control of debtor accounts, following the introduction of fees for full-time students and the expansion of part-time diversified course provision. (1998-00) Achieved.

2.2 To develop the concept of course costing for all teaching programmes. (1999-01) Achieved.

2.3 To review the membership and terms of reference of the Audit Committee. (1998-99) Achieved.

2.4 To progress the concept of 'incorporation', within the constraints of DENI policy. (1998-99) Dependent on DEL policy.

2.5 To develop the IT network, including the upgrading and extension of cabling to all parts of the campus and to ensure that all computer systems are 2000 compliant. (1998-99) Achieved.

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|------|---|--------------------------|
| 2.6 | To manage the necessary transition from Macintosh to PC-based IT platforms. (1998-99) | Achieved. |
| 2.7 | To develop an Estates Strategy, incorporating a Long Term Maintenance Plan. (1998-01) | Ongoing. |
| 2.8 | To maximise the use of accommodation on the campus through the further development of the conference business, for example by investigating the possibility of obtaining a licence for the sale of alcoholic beverages. (1998-01) | Ongoing. |
| 2.9 | To revise the Halls Handbook. (1999-00) | Achieved. |
| 2.10 | To produce a Staff Development Policy for non-teaching staff. (1999-00) | Ongoing. |
| 2.11 | To continue to improve Health and Safety provision, including the College Health and Safety Policy and related procedures and systems. (1998-01) | Ongoing. |
| 2.12 | To continue to implement an energy management programme. (1998-01) | Ongoing. |
| 2.13 | To provide additional car-parking spaces, following the demolition of the Temporary Building, having regard to environmental issues. (1998-99) | Achieved. |
| 2.14 | To improve internal signage in the Central Building. (1998-99) | Achieved. |
| 2.15 | To improve the amenities associated with the College theatre (when College finances permit). (1998-01) | Ongoing. |
| 2.16 | To progress the enhancement of the physical facilities for the teaching of Art, Physical Education, Technology and Design. (1998-01) | Dependent on DEL policy. |
| 2.17 | To continue to improve access to College buildings and movement within them for individuals with physical disabilities. (1998-01) | Ongoing. |
| 2.18 | To lease Lagan Lodge, following refurbishment, for commercial use. (1998-99) | Proposal with DEL. |
| 2.19 | To consolidate Equal Opportunities training and Codes of Practice. (1998-01) | Achieved. |
| 2.20 | To revise the appraisal scheme for academic staff in consultation with the relevant trade union. (1998-99) | Achieved. |

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|------|--|-----------|
| 2.21 | To revise the College's academic appointments procedures, following the implementation of the new relationship with the Queen's University of Belfast. (1998-99) | Achieved. |
| 2.22 | To continue to implement, as far as is practicable, the College's commitment to positive action to safeguard the environment. (1998-01) | Achieved. |

EXTERNAL AFFAIRS

OBJECTIVES

Admissions

- | | | |
|-----|--|-----------|
| 3.1 | To review admissions criteria and procedures for entry into the College's courses of teacher education, in order to take account of Literacy, Numeracy and ICT. (1998-99) | Achieved. |
| 3.2 | To review interviewing procedures for teacher education courses, for example, the possible use of group activities. (1998-99) | Achieved. |
| 3.3 | To explore the case for entry into the UCAS admissions system in the light of diversification. (1998-99) | Achieved. |
| 3.4 | To continue with the application of APCL and APEL and to take account of the growth of GNVQ in line with University guidelines. (1998-01) | Achieved. |
| 3.5 | To build upon the existing involvement of principal teachers and ELB CASS officers in the selection of students for teacher education courses. (1998-01) | Achieved. |
| 3.6 | To seek additional PGCE numbers for a PGCE specialism in Nursery Education in order to provide a progression route for BA (ECS) students and other suitably qualified graduates. (1998-01) | Achieved. |
| 3.7 | To enhance recruitment to Technology and Design through a recovery programme involving collaboration with relevant partners. (1998-01) | Achieved. |
| 3.8 | To continue to attract more male applicants to teacher education courses, for example through a role modelling initiative in partnership with Industry Matters. (1998-01) | Ongoing. |

Professional Development

- | | | |
|------|--|-----------|
| 3.9 | To continue to build a coherent and autonomous Master's level programme with high academic and professional standards, related to the needs of teachers. (1998-01) | Achieved. |
| 3.10 | To liaise with ELBs and the Induction Co-ordination and Liaison Committees in line with NITEC advice. (1998-01) | Ongoing. |
| 3.11 | To co-operate with the Graduate School of Education in the development of award-bearing courses in relation to the induction and early professional development phases of teacher education. (1998-99) | Achieved. |
| 3.12 | To develop arrangements for the accreditation of teacher tutors in schools within partnership arrangements. (1999-00) | Achieved. |
| 3.13 | To assist with the training of serving teachers in relation to ICT and the Professional Qualification for Headship (PQH). (1998-01) | Achieved. |

Diversification

- | | | |
|------|---|-----------------------------------|
| 3.14 | To continue to seek full-time numbers for the BA (Early Childhood Studies) and the B.Sc. (Health and Leisure Studies) degrees. (1998-00) | Achieved. |
| 3.15 | To further develop undergraduate degree programmes in Heritage Management, Performance Studies and Education Studies and to seek full-time numbers for these from the DENI. (2000-01) | Dependent on DEL policy. |
| 3.16 | To build upon existing links with QUB in relation to involvement in the Faculty of Humanities undergraduate pathway in Theatre Studies. (2000-01) | QUB chose partnership with BIFHE. |
| 3.17 | To facilitate the Course Directors and Course Team in the further development of the MA (Arts in the Community). (1998-01) | Ongoing. |
| 3.18 | To continue to develop links with local Institutes of Further and Higher Education in order to provide progression routes for their students, for example through articulation with College undergraduate programmes. (1998-01) | Achieved. |

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|------|--|-------------------------------------|
| 3.19 | To explore the possibility of a postgraduate programme in the area of Peace and Reconciliation Studies with St. Mary's University College, Belfast and relevant external bodies. (1998-01) | No significant demand. |
| 3.20 | To further develop non-degree programmes such as TESOL which are professionally recognised. (1998-01) | No progress - staffing constraints. |
| 3.21 | To respond positively to requests for self-financing courses from other professions. (1998-01) | Achieved. |
| 3.22 | To explore the possibility of College involvement in the Learning Direct initiative. (1998-00) | Not relevant. |

Public Relations and Promotional Activity

- | | | |
|------|---|---------------------------|
| 3.23 | To exploit opportunities to enhance the College's image following the introduction of 'University College' status and title. (1998-99 and ongoing) | Achieved. |
| 3.24 | To develop attractive, student friendly promotional literature, including a revised Prospectus in the context of significant diversification. (1998-01) | Achieved. |
| 3.25 | To network with the media so that opportunities are created for the promotion of a positive and changing public image of the College – not just as a centre of excellence in teacher education but as an HEI offering a range of undergraduate and postgraduate programmes. (1998-01) | Ongoing |
| 3.26 | To update the College Promotional Video and produce a College CD ROM. (1999-00) | Ongoing – no sponsorship. |
| 3.27 | To revise the College's internal communications strategy, for example through a new-look Staff Bulletin . (1998-99) | Achieved. |

Examinations

- | | | |
|------|--|-----------|
| 3.28 | To improve the efficiency of College examinations systems, in collaboration with the College Examinations Officer. (1999-00) | Achieved. |
| 3.29 | To ensure examination results form a key component of the computerised student records system. (1999-00) | Achieved. |

Student Registration and Enrolment

- | | | |
|------|---|----------|
| 3.30 | To establish effective access to the QUB computerised student records system for the efficient on-line enrolment and registration of students and for the maintenance of comprehensive student records from admission to graduation and beyond. | Ongoing. |
| 3.31 | To ensure relevant users are adequately trained to use the system. (1999-00) | Ongoing. |
| 3.32 | To use the system to assist with the production of references and transcripts. (2000-01) | Ongoing. |

INITIAL TEACHER EDUCATION

OBJECTIVES

- | | | |
|-----|--|------------------------------------|
| 4.1 | To continue to develop enhanced partnerships with schools and colleges, including further improvement of communications systems, in order to promote a greater awareness in schools and colleges of the changes that have taken place in ITE, particularly in relation to the expectations of the DENI and the Northern Ireland Teacher Education Committee (NITEC) regarding enhanced teacher roles and responsibilities. (1998-99 and ongoing) | Achieved. |
| 4.2 | To eliminate variation in the quality of tutors' partnership involvement, through enhancing the standard of commitment to, and participation in, partnership activities. (1998-99 and ongoing) | Ongoing. |
| 4.3 | To consolidate and further develop the formative (FPR) and summative (CEP) profiling of student teaching competences. (1998-99 and ongoing) | Achieved. |
| 4.4 | To update and revise B.Ed. and PGCE programmes to meet DENI accreditation requirements, placing suitable emphasis on ICT, Literacy and Numeracy, classroom management, Special Needs and other initiatives as they are introduced. (1998-99 and ongoing) | Ongoing. |
| 4.5 | To take account of the implications for teacher education courses of the planned revision of the Northern Ireland Curriculum in the year 2001. (2000-01) | Ongoing - revision of NIC delayed. |

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|------|---|-----------|
| 4.6 | To develop College policies on significant educational issues, including ICT, Child Protection, Literacy and Numeracy and Special Needs. (1998-99 and ongoing) | Ongoing. |
| 4.7 | To continue to encourage students to be actively involved in, and accept responsibility for, their own learning and to promote the adaptation of teaching styles and modes of presentation to facilitate this. (1998-01) | Ongoing. |
| 4.8 | To develop flexible timetables and degree programmes which increase average class size, create free time for diversified, in-service, partnership and research activities and contribute to the interchange of modules between B.Ed. and diversified courses. (1998-99 and ongoing) | Ongoing. |
| 4.9 | To develop a postgraduate Nursery course. (1999-00, assuming DENI approval) | Achieved. |
| 4.10 | To audit B.Ed. module documentation, paying particular attention to the issue of competence development. (1998-99 and ongoing) | Ongoing. |
| 4.11 | To attempt to resolve the recruitment problems of Technology and Design, as a B.Ed. main subject, for example through the development of accelerated programmes. (1998-01) | Ongoing. |

STUDENT AFFAIRS

OBJECTIVES

Monitoring Student Workload

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|-----|--|----------|
| 5.1 | To collate information, following consultation with student representatives from each of the four strands of the B.Ed. degree, and from the PGCE course, analyse the workload demands, negotiate timing where necessary and ensure a degree of equity amongst all groups of students with regard to workload and assignments. (1998-01 on an annual basis) | Ongoing. |
|-----|--|----------|

Student Welfare/Counselling

- | | | |
|-----|---|-----------|
| 5.2 | To ensure all students have personally received information about the welfare support services available. (1998-99) | Achieved. |
| 5.3 | To review the effectiveness of all forms of support and counselling, including those available for students on diversified courses. (1998-99) | Achieved. |

- | | | |
|-----|--|--------------------------|
| 5.4 | To develop an active, integrated College-wide approach to student welfare so that all staff are familiar with the systems. (1999-00) | Achieved. |
| 5.5 | To facilitate the training of all key staff involved with welfare counselling. (2000-01) | Resources not available. |
| 5.6 | To secure a more cost effective student health provision. | Ongoing. |
| 5.7 | To develop a policy for the support of students with learning difficulties, taking account of external advice. (1999-00) | Achieved. |

Student Discipline and Regulations

- | | | |
|------|--|---------------------|
| 5.8 | To revise the College Student Regulations booklet. (1998-99) | Achieved. |
| 5.9 | To adapt the QUB Student Complaints Procedure as appropriate for Stranmillis University College students. (1998-99) | Achieved. |
| 5.10 | To revise the existing agreement, issued to all students on admission, to take account of the Northern Ireland Higher Education Charter, when published. (1998-01) | No longer relevant. |

Student Progress/Prizes

- | | | |
|------|--|----------|
| 5.11 | To review the mechanisms for monitoring student progress in the light of the computerisation of student records through the QUB Student Information Systems (SIS); to ensure key staff can access student records for progress review. (1999-00) | Ongoing. |
|------|--|----------|

College Joint Consultative Committees

- | | | |
|------|---|-----------|
| 5.12 | To review the JCC mechanism to ensure that students on diversified courses and on professional development courses are covered, that students' views are considered in an appropriate forum, that a good exchange of information occurs between staff and students and that students and staff perceive that the system is facilitatory and productive. (1998-99) | Achieved. |
|------|---|-----------|

Exit Interviews

- 5.13 To review the purposes of exit interviews to ensure that students appreciate their purpose, that colleagues are in agreement with the aims of the interviews and that information gathered as a result is used effectively. (1998-99). No longer relevant.

Customer Satisfaction

- 5.14 To undertake appropriate surveys of former College students and of their employers in order to ascertain the employment position of the former and the views held by both groups of College programmes. (1998-01) Ongoing.

COLLEGE RESEARCH POLICY 2001-2006

CONTEXT

The Mission Statement of Stranmillis University College states that it seeks to promote excellence through high quality teaching, scholarship and research and through the provision of a secure, challenging environment in which students are facilitated to reflect on their professional practice and to achieve the rigorous professional standards demanded by the community in a rapidly changing social context. This document sets out the University College's research policy for the period September 2001 - August 2006. The principal aim of the policy is to enhance the University College's existing research profile in support of its various teaching programmes, in line with Queen's University's commitment that teaching should be informed by research.

RATIONALE

Stranmillis University College is a College of Queen's University, Belfast and offers at present five academic degrees and two PGCE programmes. These range from three undergraduate degree programmes to two postgraduate taught masters programmes, one in Education and one in Arts in the Community. The University College is the main provider of teachers for the controlled primary sector in Northern Ireland and offers a restricted BEd programme for teachers in secondary schools, which includes options in business studies, technology and design and religious education. Since Stranmillis plays a strategic role with regard to the controlled and integrated school sectors in Northern Ireland, it is incumbent on the University College to be identified as a principal source of research in those areas of education for which it is a major provider. '[Educational] research may be concerned with a particular sector or aspect of education such as community education or primary schools, or focus on investigations and themes which cut across these divides, such as lifelong learning.' (ESRC Research Training Guidelines 2000.)

However, the University College has recently developed two non-teacher education undergraduate degrees and a master's programme in the Humanities and therefore recognises the importance of research in these areas. It also wishes to enable some of the staff working in the subject disciplines associated with the BEd, if they so choose, to undertake meaningful, subject-specific research and establish creative relationships with QUB colleagues.

CURRENT RESEARCH ACTIVITY

The University College, in enhancing its research profile over the next five years, will be able to build upon its recent and current research activity which includes the following:

- The hosting of The Effective Provision of Pre-School Northern Ireland (EPPNI) Project, working in partnership with The Institute of Education of the University of

London, Oxford University and Birkbeck College, University of London, funded by the Department of Education (NI). This ongoing Project is associated with The Effective Provision of Pre-School Education (EPPE) Project in England, funded by the DfEE and together they are the first major longitudinal studies in the United Kingdom to focus specifically on the effectiveness of early years education;

- regular presentations of papers by staff at national education conferences in both the UK and Ireland, for example the annual conferences of BERA, ESAI, UCET and SCETT;
- a contribution by three members of staff to the published Research Papers associated with the Department of Education–sponsored study of The Effects of the Selective System of Secondary Education in Northern Ireland, led by Professors Gallagher and Smith;
- the development of a series of research studies, associated with the In-TENT (Infusing Teacher Education with New Technologies) Project, funded by TLTP;
- the publication by a number of staff of academic textbooks or peer-referenced journal articles in local, national and international journals.

RESEARCH CENTRES

In the context of its educational research, the University College has established a number of research centres related to education:

- **Social Inclusion**, including special educational needs, values education and citizenship;
- **Teacher Education**, including initial and continuing professional development and higher education teaching;
- **Early Childhood Education**, including the pre-school and KS1 curriculum;
- **The Northern Ireland Curriculum.**

In addition to its work in education, the University College intends to establish research centres in:

- **Health and Leisure**
Evaluation studies in organisational health practice
Developmental studies in organisational health practice
Studies in Exercise and Leisure Sciences
- **Arts in the Community**
Arts practices in community contexts
Cultural theory and arts practices
Public policy and the arts
Creative and cultural education

Each of the non-teacher education degrees will therefore develop a research-base which will serve as a foundation for the programme's teaching and also for its potential to reach out to the local community.

It is University College policy to require any evolving non-teacher education degree courses in the future to develop research centres.

SUPPORT FOR RESEARCH

Each research centre has a defined group of staff who may exclusively work in that centre or share with colleagues across the research centres. At present two research officers service specific research centres and work closely with academic staff in the development of applications for funding, the development of research plans, the collection of data and its analysis and the formulation of results. An element of the research of the University College is externally funded. Presently, the Department of Education and TLTP fund two ongoing projects. It is the intention of the University College to seek further external funding from the main funding councils and from DHFETE. Logistical support from the Research and Planning Offices of Queen's University, Belfast, is also anticipated, along with support from the Faculty of Legal, Social and Educational Sciences (LSES) – for example, the opportunity for staff to attend appropriate sessions of the Faculty's research methods seminars for doctoral students. Staff are already notified of the seminars arranged by the Faculty Research Earnings and Development Committee through the Faculty Bulletin and other electronic means. These seminars are also open to them.

SUBJECT-SPECIFIC RESEARCH

The University College plans to contribute to the education sector through its designated research centres. However, given the nature of initial teacher education and of the current BEd degree, a number of academic staff who work in academic disciplines within the subject strand of the degree may choose, as individuals, to undertake research exclusively within those disciplines. Where academic staff wish to pursue research in a field not available within the defined research centres, the University College will facilitate such individuals, by creating an opportunity for research to be undertaken within relevant research centres at Queen's University, Belfast.

ENHANCING THE RESEARCH ACTIVITY OF STAFF

The development plans of the University College are such that it will encourage less experienced staff to begin to work in its designated research centres by producing conference papers that may lead to publication. More experienced staff will be encouraged to publish in recognised academic journals. The latter will act as mentors to the former. Staff will affiliate to one of the designated research centres where a member of staff will act as co-ordinator. Staff who feel that they cannot relate to any of the designated centres of research, or to collaborate with colleagues at Queen's University, may opt out from a research requirement. The University College will in turn consider how to manage its overall workload, with the intention of reducing somewhat the burden of teaching, administration and placement supervision for research-active staff, by requiring greater contributions in these areas from non-research-active colleagues. Attention will be paid to enhancing the research culture of

the institution, through seminar programmes and networking with colleagues in other institutions, for example through UCET (Universities Council for the Education of Teachers). All newly-recruited staff are now expected to have a research profile and specific research plans. Of the current full-time, permanent, academic staffing complement of 57, some 13 have been appointed since 1998 and 6 new permanent appointments are being made for September 2001. Given the age profile of the totality of staff, a significant number of further appointments are likely over the next five years. Consideration will be given in the coming academic year to the restructuring of promoted posts to enable future promotions to reflect 'balanced excellence' in teaching, administration and research. The University College proposes to enter the RAE in 2006, assuming sufficient progress has been made in meeting research targets. Such an entry would be in the Education category only and would involve the following Research Centres – Social Inclusion, Teacher Education, Early Childhood Education. The objectives in terms of annual output for each of the Research Centres will be a minimum of one refereed paper or article per person and a minimum of one research grant application per person, either on an individual or group basis.

THE INTERNATIONAL DIMENSION

Stranmillis University College has active partnerships with a large number of universities both in Europe and the United States. It is intended that some of these partnerships will benefit from a renewed emphasis on research. For example, in relation to social inclusion a small group of staff at Stranmillis are presently collaborating with the Hogeschool van Arnhem en Nijmegen in order to look at methods of working with disaffected pupils at secondary school level in Holland and Northern Ireland. Early Childhood Studies has a well-developed partnership with the Hogskolan Trollhattan/Uddevalla in Sweden and a College in Setubal, Portugal. It is intended that ongoing collaborative work in these fields will inform research at the University College.

Throughout the year a number of academic staff visit Stranmillis University College from partner universities. It is intended that a number of these staff, including a colleague from Umea Universitet in Sweden and several from the Netherlands, will deliver lectures outlining some of the aspects of their present research, to staff in the University College. There is also a well-established link in the subject area of English with the Hogskolan Trollhattan/Uddevalla, with annual exchanges of information and staff expertise. The University College also offers an undergraduate module at the University of Leon in Spain and has been invited to contribute to academic journals there. Finally, a partnership with a research dimension is currently being established with the Southeast Missouri State University in the USA.

OTHER RESEARCH PARTNERSHIPS

The University College will seek to exploit the partnerships which it has established with a range of professional bodies and organisations, such as the Department of Education, the Northern Ireland Pre-School Playgroup Association, the Health Promotion Agency and the Community Arts Forum in developing the research base for its degree programmes.

SUPPORT FOR STAFF

It is anticipated that, as research grows within Stranmillis University College, further resources will become available and the University College recognises the need to create and manage an environment of mutual support for research-active academic staff. This support will take the form, financial constraints permitting, of periods of sabbatical leave, funding for conference attendance (both on the basis of bids against defined criteria), writing residentials, the reduction of administrative, teaching and placement supervision loads and the employment of research officers to assist academic staff. It is hoped to identify some funding for this purpose in the financial year 2001-02 and in subsequent years. The University College currently provides financial support to staff on the basis of defined criteria for conference attendance and doctoral study. Of the present permanent academic staff, 19 out of 57 have doctorates, while 6 are currently engaged in the process of acquiring them on a part-time basis.

Each research centre will aim to have a critical mass of active researchers who will collaborate in developing a number of relevant studies. Each centre will have a team leader who will convene meetings, organise seminars and facilitate funding applications. It is anticipated that all members of the research centres will be active and produce academic papers on an annual basis. Each centre will produce a plan of its intended outcomes (using a standard template which identifies annual output targets), an estimate of its budgetary requirements and a report of its activities on an annual basis. The College's Research Committee will monitor the work of the Centres to ensure that targets are met, that resources are appropriately distributed and that outputs are audited on an annual basis. This Committee will in turn report to the University College's Senior Management Group and, through it, to the Board of Governors. Individuals who are working outside the Research Centres will be required to produce annual research plans which will also be subject to the audit process. The bi-annual appraisal of staff by line managers, which reflects nationally-agreed arrangements and procedures, will be used to focus on the staff development needs arising from the research plans of individual members of staff.

ACTION PLAN

1. Establish research centres - February/March 2001
2. Identify research team leaders - March 2001
3. Research centres to draft activity plans and financial estimates - March/April 2001
4. All members of staff to submit a personal statement as to their research intentions or otherwise and annual plans/targets (where applicable) to the Principal - by end of August 2001
5. Research centres to commence seminar programmes and to initiate work on papers for conferences or journals - September 2001.

APRIL 2001

COURSE STATISTICS : 2000-01

COURSE	MEN	WOMEN	TOTAL
First Year B.Ed.	40	137	177
Second Year B.Ed.	28	146	174
Third Year B.Ed.	24	127	151
Fourth Year B.Ed.	21	124	145
Grad. Cert. (Psych.)	2	17	19
Grad. Cert. (Early Years)	1	15	16
First Year BA (ECS) (FT)	-	31	31
First Year BA (ECS) (PT)	-	34	34
Second Year BA (ECS) (FT)	-	40	40
Second Year BA (ECS) (PT)	-	41	41
Third Year BA (ECS) (PT)	-	53	53
Fourth Year BA (ECS) (PT)	-	62	62
First Year BSc (H&LS) (FT)	7	11	18
Second Year BSc (H&LS) (FT)	19	16	35
Third Year BSc (H&LS) (PT)	6	8	14
First Year MA (Arts in the Community) (PT)	1	5	6
Third Year MA (Arts in the Community) (PT)	2	4	6

Statistics as at 31 July 2001.

M-LEVEL MODULES 2000-01

<i>Module title</i>	<i>No. of students</i>
Social Context of Underachievement	16
Current Approaches to the Teaching of Values in Schools	8
Reading, Research and Development	8
Thinking Skills: Issues and Approaches	2
Research Methods (Dissertation)	11
Managing for School Effectiveness	27
Pupils with Emotional and Behavioural Difficulties	21
Mathematics and Learning Difficulties	7
Subject Leadership in Post-Primary Education	16
Fundamental Aspects of Early Years Education	32
Working with Story	12
Mentoring, Induction and Early Professional Development	5
Multi-Media Applications in Education	13
World-Wide Web Authoring in Education	16
Schooling in NI	20
Special Educational Needs	17

SOME PERFORMANCE INDICATORS

	96/97	97/98	98/99	99/00	00/01
1. INPUTS					
(a) Recurrent Funding	£3,974,970	£3,747,500	£3,746,000	£3,791,000	£3,877,000
(b) Tuition Fee Income	£ 487,980	£ 483,500	£ 606,863	£ 689,795	£1,018,710
(c) Capital Funding	£ 659,605	£1,323,137	£ 355,400	£ 401,410	£ 36,300
2. ACTIVITIES					
(d) Number of Students					
BEd	555	546	572	611	659
PGCE	38	35	35	15	35
Other Courses	204	205	145	205	262
TOTAL	797	786	752	831	956
(e) Gender BEd					
% Male	19.0	18	17	18	18
% Female	81.0	82	83	82	82
(f) BEd Entry Points	-	21.8	22.3	22	21.7
(g) PGCE Entry					
2i and above (No)	23.0	30	35	15	35
%	60.0	86	100	100	100
(h) Staff FTE	57	57	57	56	57
(i) Staff Non Teaching FTE					
Total	110	108	107	106	110
Grant Aided	75	73	72	70	72

	96/97	97/98	98/99	99/00	00/01
3. OUTPUTS					
(j) Graduates					
BEd	152	122	136	127	145
BA(ECS)	-	-	-	55	49
PGCE	38	35	34	14	35
(k) BEd					
1	18	2	11	4	6
2i	96	80	96	88	103
2ii	34	14	24	34	32
3	4	1	3	1	4
Pass	0	0	3	0	0
(l) BA(ECS)					
1	-	-	-	1	3
2i	-	-	-	31	23
2ii	-	-	-	21	21
3	-	-	-	2	2
(m) PGCE					
Number	38	35	34	14	35
%	100	100	97	94	100
4. VALUE FOR MONEY					
(n) Funding/Student					
<i>Teacher Education</i>	£7,526	£7,282	£7,195	£7,158	£7,044
<i>All courses</i>	£5,599	£5,383	£5,788	£5,392	£5,115
(o) Teaching Staff : Student Ratio					
<i>Teacher Education</i>	1:10.08	1:10.2	1:10.1	1:11.2	1:12.2
<i>All courses</i>	1:13.98	1:13.8	1:13.1	1:14.8	1:16.8
(p) Teaching Staff :					
Non Teaching Staff Ratio	1:1.31	1:1.28	1:1.26	1:1.25	1:1.26
(q) Energy Performance					
gig/100m2	114.85	105.12	111.8	111.6	119.6
kw/sq m					
(r) Utilisation of Teaching Space					
(%)	-	42	42	45	48
(s) Expenditure on pay					
% of total expenditure	66	67	69	66	66

FINANCIAL INFORMATION 2000-01

The extracts from the College's audited accounts for the 2000-01 financial year which follow indicate that it successfully operated within the block grant allocated to it by the Department of Higher and Further Education. 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. A full set of audited accounts is available, upon application, from the Director (Corporate Affairs) – Tel: 028 9038 4357.

INCOME AND EXPENDITURE ACCOUNT

For the Year Ended 31 July 2001

INCOME	NOTE	2001 £	2000 £
Recurrent Grant	(2)	3,877,000	3,791,000
Tuition Fees	(3)	1,018,710	863,610
Research & Other Short Courses	(4)	171,760	95,633
Other Operating Income	(6)	1,139,992	1,064,400
Grants Released	(14)	268,265	290,154
		<hr style="width: 100%;"/>	<hr style="width: 100%;"/>
		6,475,727	6,104,797
		<hr style="width: 100%;"/>	<hr style="width: 100%;"/>
 EXPENDITURE			
Staff Costs	(7)	4,076,133	3,857,307
Depreciation		391,609	390,340
Other Operating Expenditure	(10)	2,026,368	1,858,547
		<hr style="width: 100%;"/>	<hr style="width: 100%;"/>
		6,494,110	6,106,194
		<hr style="width: 100%;"/>	<hr style="width: 100%;"/>
(Loss)/Surplus for the year		(18,383)	(1,397)
Interest receivable		54,846	43,175
		<hr style="width: 100%;"/>	<hr style="width: 100%;"/>
Transfer to Reserves	(15)	36,463	41,778
		<hr style="width: 100%;"/>	<hr style="width: 100%;"/>

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 2001**

	Note	2001 £	2000 £
FIXED ASSETS	(11)	2,820,096	2,955,097
CURRENT ASSETS			
Debtors	(12)	255,054	111,264
Short Term Deposits		755,295	795,000
ECU Account		57,344	44,321
Cash at Bank and in hand		462	10,856
Trust Funds		2,029	2,029
		1,070,184	963,470
CREDITORS - amounts falling due within one year	(13)	(430,908)	(263,693)
Net Current Assets		639,276	699,777
TOTAL ASSETS LESS CURRENT LIABILITIES		3,459,372	3,654,874
DEFERRED CAPITAL GRANTS	(14)	2,030,717	2,262,682
RESERVES	(15)	1,428,655	1,392,192
TOTAL FUNDS		3,459,372	3,654,874