



ANNUAL REPORT

2016 - 17

CHAIR'S FOREWORD

Stranmillis University College's mission and vision is continuing to drive its activities and achievements. As evidenced in this Annual Report for the academic year 2016 – 2107, the College has demonstrated a breadth of commitment to making a difference; helping to shape the face of education in Northern Ireland and further afield; and drawing the brightest and best students through its doors.

A high quality teaching and learning environment requires innovative, strategic thinkers, passionate teacher educators and dynamic-led practitioners with the vision and determination to positively impact the lives of children and young people across all communities. The College's teaching, learning and research activities, are playing an active role in this locally, nationally and internationally; contributing to the academic education community, shaping education and helping to build better futures.

The fact that our graduates are in high demand is testament to the support that they receive and the standard of education they have access to while at Stranmillis. The opportunities that are provided both locally and internationally help to broaden their perspectives and develop their skills and understanding in a broad range of areas that prepare them for the world of work and future study.

Stranmillis is a college where the whole community can benefit from the range of Lifelong Learning opportunities that are available. As a global campus, we are also pleased to welcome students from abroad to study with us and to further their professional and cultural development.

As an organisation that is committed to shaping the future of education locally, nationally and internationally, our research mission is to extend the reputation of the College as an internationally recognised centre for high quality, practitioner focused educational research.

We are also committed to driving continuing professional development for the education sector as well as the College's own staff, through the development and delivery of high quality, research led CPD and Masters-level programmes.

The ongoing development of local, national and global partnerships with other educational organisations, businesses and stakeholder groups is fundamental to sharing new thinking, knowledge and different perspectives, delivering innovation, supporting communities and for raising standards in education.

We have much to celebrate as a College as we continue to invest in our staff and our estate to provide the best possible work and study environment. We are mindful however of the challenges that are presented through the downward pressure on budgets and the uncertainties that exist over Brexit. I am confident that we will address these challenges with the benefit of our leadership team and our staff who are serving the College so well through their commitment and sense of purpose.

Professor Sir Desmond Rea
Chair of the Governing Body



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PRINCIPAL'S INTRODUCTION

Stranmillis University College is proud of the fact that, at the end of the 2016-17 academic year, we are once again able to confirm our status as being in the top 10% of universities in the United Kingdom in terms of our performance in providing high quality teaching and learning. This marks the continuation of the College's distinctive contribution to higher education over the past 95 years.

These remarkable achievements are possible because of a dedicated team of staff, who are scholars in their own professional field, engaged in research-informed teaching whilst remaining student-focused in their delivery. Our commitment and focus is to develop programmes which continually improve our teaching and scholarship activities for the benefit of young people in our society and further afield. Our staff are not merely concerned with shaping educational policy but unleashing the potential of students and helping to build futures where the needs of children and young people can be more effectively met through the professional input of reflective practitioners.

Student achievement and wellbeing are central to the College's mission. Students have access to a suite of student services, including careers advice, which help them develop the confidence and skills required in today's competitive employment market. Most importantly, students are listened to and encouraged to become co-creators of learning. The value placed on 'Student Voice' was vividly highlighted in the 2017 National Student Survey results. The College was ranked 9th in the UK with an overall satisfaction rate of 90%. In the new category of 'Student Voice' the College secured a score of 80%, well ahead of the national average.

This tradition of excellence means that Stranmillis graduates and postgraduates are valued by a wide range of employers in Northern Ireland and beyond. The most recently published employment data verifies this point. The Destination of Leavers from Higher Education (DLHE) 2015-16 report by the Higher Education Statistics Agency shows that 100% of Stranmillis

graduates from that year were engaged in full-time employment or full-time study.

Exposure to education at a global level through the provision of national and international placements, which include Europe, Uganda, China, Hong Kong, Malaysia and America, means students are well prepared to take advantage of employment opportunities abroad. In this sense, Stranmillis has an international reach and dimension to its brand.

This report also documents the College's commitment to promoting social responsibility. This is reflected in the wide range of volunteering activities engaged in by our students. Volunteering has been central to supporting the delivery of many widening participation projects and events.

An outstanding highlight of the year was the students' heroic fund-raising efforts for their chosen charity, Fields of Life. By raising over £10,000 students were not only able to travel to Uganda to put their teaching skills into practice at three schools within the region but were able to witness the drilling of a well, funded by the students, in the Namutumba District.

The College's Ugandan Project has brought significant alignment between mainstream academic work and the voluntary and social responsibility side of College life.

Dr Anne Heaslett
Principal and Chief Executive



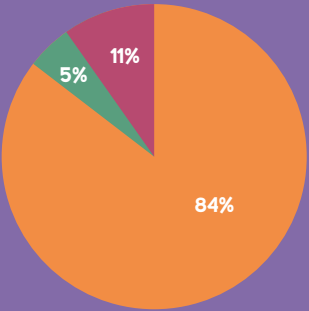
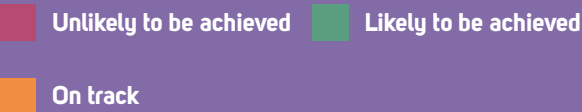
100%
OF GRADUATES
IN FULL-TIME
EMPLOYMENT OR
STUDY

UGANDA PROJECT
ALIGNING
ACADEMIC
PARTNERSHIP
WITH SOCIAL
RESPONSIBILITY



SUMMARY OF KEY ACHIEVEMENTS

PROGRESS AGAINST KPI TARGETS



89%
OF THE 76 KEY
PERFORMANCE
INDICATORS WILL
BE MET

OVER
30%
OF YEAR 3
STUDENTS SPENT
A SEMESTER
STUDYING
ABROAD



OVER
150
STUDENTS
INVOLVED IN
COMMUNITY
VOLUNTEERING

TEACHING AND LEARNING

Our Mission at Stranmillis is to sustain a vibrant, inclusive learning community, educating, shaping and enriching society through excellence in teaching, scholarship and research. The Northern Ireland Draft Programme for Government places a high quality education provision at the heart of one of its key outcomes – giving our children and young people the best start in life. The development of quality educators and related professionals with a real passion for getting the best out of those children and young people is a vital foundation if we are to realise that objective. To fulfil our Mission, and play our role in building a world-class education system, Stranmillis is committed to:

- providing high-quality teaching and learning
- developing and strengthening mutually beneficial local, national and global partnerships
- providing our students with relevant and diverse learning opportunities and experiences
- developing innovative classroom practice



HIGH QUALITY TEACHING AND LEARNING

INNOVATIVE MULTI-DISCIPLINARY APPROACH

External Examiner reports at both undergraduate and Masters’ level confirmed the College’s high quality in teaching and learning. The reports concluded that our Programmes were structured to marry theory with practice and that innovative approaches to assessment and a multi-disciplinary approach to course delivery were in evidence.

SETTING STANDARDS

This year marks the 21st anniversary of our Early Childhood Studies programme, which continues to set the benchmark in early childhood development and early years education. The most recent External Examiner’s report described the ECS programme as ‘a very interesting, rigorous and high quality degree provision that the field of Early Childhood Studies is in much need of.’

PEER TO PEER LEARNING

Peer to peer learning is a key element of our staff development programme, allowing our expert practitioners to disseminate good practice. During the year, a series of teaching and learning seminars were delivered by those practitioners in key areas such as numeracy and special educational needs.



90%
STUDENT SATISFACTION
RATING IN NSS SURVEY
(TOP 10 IN THE UK)

CONTINUING PROFESSIONAL DEVELOPMENT

Stranmillis is committed to driving continuing professional development for the education sector through the creation and delivery of high quality, research-led CPD and Masters’ level programmes. The College is also building a programme of professional development courses in response to key government strategies such as ‘Learning leaders’ which sets out the vision that; “Every teacher is a learning leader, accomplished in working collaboratively with all partners in the interests of children and young people.” The aim is to empower the teaching profession to strengthen its professionalism and expertise to meet the challenging educational needs of young people in the 21st century. To meet these challenges the College is building a portfolio of professional development courses which are grounded in scholarship, but are delivered in a flexible and responsive way.



STAFF ACHIEVEMENTS AND RECOGNITION

The College’s commitment to ongoing professional development is also highlighted through the achievements and recognition of our staff. Notable achievements during the year include: Dr Karen Hanna receiving a Doctorate (PhD); Mrs Joanne Gardiner and Mrs Jill Magennis being made a Fellow and Senior Fellow of the Higher Education Academy; Dr Michael levers being appointed as an Associate Assessor with the Education and Training Inspectorate; and Dr Sharon McMurray being awarded an MBE for Services to Children with Literacy Difficulties and to those with Special Educational Needs and also being awarded a Lifetime Achievement Award by the British Dyslexia Association. Professional Development amongst business departments also continued, with two of our Library staff, Emma Edgar and Mark Taylor, being awarded a Postgraduate Diploma in Library and Information Management and Chartered Librarian (MCLIP) status respectively and Celia O’Hagan (Widening Participation) receiving an educational leadership award for Teacher Education from Signature UK.



DR. SHARON MCMURRAY

LOCAL, NATIONAL AND GLOBAL PARTNERSHIPS

Working closely and developing mutually beneficial partnerships with other educational organisations, businesses and stakeholder groups adds richness, diversity and depth to the life of the College, and helps shape our strategic development.

DRIVING DIGITAL

As the regional centre for Computing at School (CAS), Stranmillis provides leadership and strategic guidance to those involved in computing education in schools and we continue to develop our extensive collaborative network with industry and professional bodies such as the British Computer Society (BCS), the Council of European Professional Informatics Societies (CEPIS), the Council for the Curriculum, Examinations and Assessment and C2K.

LEARNING WITH STAKEHOLDERS

In areas such as Special Education and STEM, Stranmillis is a recognised leader in the field and meets regularly with stakeholder groups to share knowledge and perspectives and better align our teaching and learning with the needs of the sector. Our staff also contribute actively to the work of organisations such as the Standing Conference on Teacher Education North and South, the Primary Science Teaching Trust, the British Psychological Society, the Northern Ireland Anti-Bullying Forum and the National Association for Special Educational Needs.

HIGHER EDUCATION INSIGHTS

Many of our staff act as Associate Inspectors for the Education and Training Inspectorate and External Examiners for a range of HEIs across the UK, Republic of Ireland and internationally. As well as developing good relations with peers, these activities provide valuable insights and learning that can be incorporated into our own teaching and learning programmes.

DELIVERING INNOVATION THROUGH COLLABORATION

Over the past year, Stranmillis has been collaborating with a range of organisations to develop innovative subject or area specific programmes such as the Drama Theatre-in-Education Project, Use of Data-loggers in Primary Science, Playful Science and Technology, the IMPACT (Interactive Mathematics Parents and Children Together) mathematics project and enterprise programmes based around the theme of sport.



OVER
150
STUDENTS INVOLVED IN
COMMUNITY
VOLUNTEERING



PARTNERING WITH BUSINESS

In areas such as technology and design, Stranmillis has been forging partnerships with a range of engineering companies, from global giants such as Bombardier Aerospace to innovative local companies such as Crossen Engineering and Datum Design.

SUPPORTING COMMUNITIES

Through our work with community based projects such as Fighting Words, a new creative writing project for children and young people; The Pushkin Trust, which supports creative learning and education through imagination, inspiration and integration; and STRIVE, a youth led programme which focuses on good relations, citizenship, personal development and employability, Stranmillis is playing an active role in encouraging and driving access to education in areas of social disadvantage.



STUDENT LEARNING OPPORTUNITIES AND EXPERIENCES

Providing high quality, relevant and practical placement experiences for our students is a core element of all our undergraduate and PGCE programmes. To help develop rounded, reflective professionals, all of our students are afforded the opportunity to undertake a diverse and extensive programme of workplace and international placements. Some examples of the scope of the opportunities offered during 2016-17 include:

EARLY CHILDHOOD

All of our Early Childhood Studies students benefit from being able to undertake innovative placements with Belfast Trust and in community-based intervention projects, which provide abundant opportunities for the development of career and employability skills.



SPORTING PARTNERSHIPS

As part of the Health, Physical Activities and Sport programme students undertake a seven week placement. The team has fostered strong professional practice partnerships with a range of key stakeholders including Sport NI, many of our national sport's governing bodies, the sport and recreation departments in the local councils, NHS, Public Health Agency and a number of local health charities.

SCHOOL PLACEMENTS

Developing and enhancing their skills and knowledge within a classroom setting is mandatory for all BEd and PGCE students, with students undertaking a total of 8 and 16 weeks of placement respectively. Students must also undertake a one week placement in a special school or learning support centre. To deliver this huge programme, the College has developed close working relationships with over 200 primary, post-primary and special schools.

EXPERIENCING SOMETHING DIFFERENT

Alternative Placements are an integral part of our BEd undergraduate programmes, designed to allow students to appreciate the breadth and transferability of the many skills they have learnt throughout their degree, and also to realise the potential career opportunities which exist beyond the mainstream classroom. In 2016-17, 137 final year BEd students undertook a two week 'alternative placement' with over 100 host organisations in non-traditional settings such as the National Trust, Northern Ireland Assembly, Belfast Hospital Schools, W5, Scripture Union, Centre for Global Education, Cricket Ireland and NI Anti-bullying Forum.



OPPORTUNITIES TO STUDY ABROAD

Year 3 BEd students have the opportunity to undertake a semester long international study abroad placement through our Erasmus and International programmes; through shorter school placements in Uganda, Hong Kong or Malaysia; or in the Republic of Ireland as part of the Standing Conference on Teacher Education North and South (SCoTENS) programme. Early Childhood Studies and Health, Physical Activity and Sport students also have the opportunity in their second year to have a Study Abroad experience in a European or international setting.



OVER
35%
OF OUR STUDENTS
SPEND A PERIOD OF TIME
STUDYING ABROAD

DEVELOPING INNOVATIVE PRACTICE

Stranmillis University College has built a reputation for leading and developing innovative professional practice that is shaping education, unlocking student potential and building better futures for children and young people locally, nationally and internationally. Over the past twelve months, the College has continued to pioneer a number of imaginative, creative and engaging initiatives and projects across a broad range of subject areas. Those noted below exemplify some of the innovative initiatives and programmes the College is championing.

STRICTLY COME DANCING WITH ROBOTS AND DRONES

Strictly Come Dancing with Robots and Drones is a series of two-day events for P7 pupils, run in conjunction with St. Mary's University College, that challenges pupils to program robots to dance (complete with music and 'costume') and program drones for aerial acrobatics. The events were a follow-up to research conducted last year to ascertain if 'hands-on' practical activities can assist pupils to better understand elements of mathematics and better engage certain types of learner who might be 'turned off' by theoretical activity.

BAREFOOT COMPUTING

Barefoot Computing is a free resource available to all primary schools in Northern Ireland to provide teachers, who may not have specialist computing knowledge, with the resources to teach computational thinking. Barefoot not only helps pupils learn vital computer skills and computational thinking from a young age in a fun and engaging way, but provides an excellent resource to help teachers understand computer science and have the confidence to educate pupils in this increasingly vital subject.

GOING GLOBAL, CONNECTING CLASSROOMS

Connecting Classrooms is a global education 'learning journey' developed by the British Council and the Department for International Development (DFID). The new training programme,

which was delivered to Year 1 BEd Primary students, focuses on learning about 21st century skills and how best to develop these in the classroom. The programme also provides a foundation for developing international partnerships between schools in the UK and overseas.



BUILDING INNOVATIVE PARTNERSHIPS WITH PIONEERS SUCH AS NASA

SETTING THE STANDARD FOR STEM

The International Association for STEM Leaders (IASL) is globally recognised for creating a "gold standard" for STEM excellence in traditional and nontraditional educational settings. Over the past year, Stranmillis has been working with IASL to provide an opportunity for our BEd students to work towards an internationally accepted accreditation in STEM. The College is the first institution outside America to have students receive the award. To achieve the award, students were trained in educational STEM based space exploration and precipitation monitoring activities by NASA Educators.

CHRISTIANITY AND CULTURE

In June, the College launched its inaugural Summer School. Addressing the theme of Faith and Culture, the Summer School was delighted to be able to attract five distinguished keynote speakers: Professor David Smith, Director of Graduate Studies at Calvin College, Michigan; Dr John Shortt, Professorial Fellow in Christian Education at Liverpool Hope University; Professor Crawford Gribben from Queen's University; renowned artist and sculptor, Ross Wilson; and Jonathan Rea, Creative Director of New Irish Arts. Over the three days, the key theme was addressed along three strands: Reading and Writing (literature), Teaching and Learning (education), and Creating and Worshipping (visual arts and music).





INNOVATION IS SHAPING EDUCATION, UNLOCKING STUDENT POTENTIAL AND BUILDING BETTER FUTURES



WHERE DO YOU PUT A WIND TURBINE?

In a project led by BEd Primary student Aisling Pell, P6 'scientists' from All Children's Integrated Primary School, Newcastle were challenged to find 'the best location to place a wind turbine in our school?' The pupils' investigation, which included consultation with the school community, a wind sensory walk, testing of the voltage generated by a wind turbine positioned at the three windiest places in the school grounds and the creation of an iMovie of the various options, won an award at the RDS Science Fair. Aisling's innovative approach to teaching and her contribution to staff development in the school have been accredited by the Primary Science Teaching Trust's.

CELEBRATING BOYS, FATHERS AND MEN IN EARLY CHILDHOOD

Males are an 'absent minority' in Early Years, and one of the key themes at the Early Years International Professional Practice Conference 2017 was the strategies in place, and needed, to successfully promote and attract males into the Early Years sector. The conference heard from Stranmillis' Dr Brenda McKay-Redmond and Year 3 ECS student Aidan Devlin about the research and challenges the sector faces. Aidan has just completed an Erasmus semester in Umea University, Sweden where he worked in a nursery school with children aged 0 – 6 years of age, and since graduating has secured full time employment at Harberton School.



MAKING MAGIC WITH 'NUUDLES'

How do you generate discussion and conversations that involve meaningful descriptions and understandings; enhance listening skills and creativity; and foster both teamwork and individualism, all at the same time? One way is to 'nuuddle' things along. Encouraging and influencing language skills through craft play is a crucial part of an Early Childhood Studies student's armoury and the introduction of magic 'nuudles' - colourful pieces of corn starch that can be quickly and easily used to create interesting artefacts - is an innovative addition to the Year 1 Early Childhood Studies Child Development module, and one that has got students talking!

HPAS GOES AERIAL

Where better to build friendships, work as a team and learn to rely on each other than 40 ft above the ground at the top of a high ropes course! As part of the Health, Physical Activity and Sport (HPAS) students induction programme, the students attended a residential team building programme at The Share Centre designed to aid the transition from school to Higher Education and develop friendship groups that are vital in maximising their success on the HPAS programme. The feedback was overwhelmingly positive, with students reporting that the induction programme had greatly boosted their confidence.



RESEARCH AND SCHOLARSHIP

As an organisation that is committed to shaping the future of education locally, nationally and internationally, our research mission is to extend our reputation as an internationally recognised centre for high quality, practitioner focused educational research. Over the past year, Stranmillis has achieved a total of 53 outputs from research and scholarship activity, including 6 peer-reviewed journal articles, the publication of two books, *Playful Teaching and Learning* and *Contemporary Childhood* which contained major contributions from Stranmillis academic staff, five articles for practitioner journals, 25 conference presentations and four high profile research reports.

OH, BOLOGNA!

Every year, delegates from universities and organisations from all over the world attend the annual European Early Childhood Education Research Association (EECERA) conference. This year's event was held in Bologna, Italy, where three of our academic staff, Dr Glenda Walsh, Dr Jill Dunn and Dr Pamela Moffett, presented their current research to an international audience. Dr Walsh presented on her research exploring playbased experiences of home provision in Northern Ireland; Dr Dunn spoke on the use of iPads for writing in the classroom; and Dr Moffett reported on the development of abstract representation in mathematics in the Year 1 classroom.

THE IPAD GENERATION AND LEARNING

Digital technology is an everyday part of young people's lives. Research by Dr Colette Gray, Dr Jill Dunn and Dr Pamela Moffett assessed the impact mobile devices have on children's learning in the Early Years and Foundation Stage of education, particularly in relation to literacy and numeracy. Their report found that teachers felt that the use of portable devices such as iPads and other tablets in the classroom can have a positive impact on the development of young children's literacy, numeracy and, contrary to expectations, communication skills. Teachers also believed that these technologies offer the potential to enhance traditional approaches to learning in an engaging and exciting way.



TALKING YOUR LANGUAGE

The provision for additional language learning in primary schools in Northern Ireland is a topical debate. In a research project commissioned by the Northern Ireland Languages Council and led by Dr Sharon Jones, the aim was to gather information on the Primary Modern Languages Programme (PMLP), evaluate possible improvements, map the extent of primary languages provision in schools outside the PMLP and make recommendations for future development.

RESEARCH MAKING AN IMPACT IN UGANDA

Stranmillis has forged close links with Fields of Life and a number of the schools they work with. The Charity's aim is to support local communities in East Africa and bring about positive change through the provision of quality education. In a partnership project, Dr John McMullen carried out research to evaluate an intervention aimed at developing, delivering and rolling out a teacher led, life skills-focussed intervention in Ugandan secondary schools.

PLAYFUL LEARNING AND CONTEMPORARY CHILDHOOD

Two books published this year highlight the impact of our researchers' work. 'Playful Learning' is a resource for practitioners and students developed by leading experts in the area of playful approaches to teaching and learning, including Dr Glenda Walsh. 'Contemporary Childhood', which was co-authored by Dr Jill Dunn, takes a fresh look at the growing complexities facing children in the 21st Century, with an international and comparative approach to the topic of global childhood.



ATTRACTING AND EMPOWERING QUALITY RESEARCHERS

Stranmillis is committed to building an exceptional team of talented research active academic professionals. 60% of our academic staff now have doctoral qualifications, and we expect that figure to grow over the next few years, with a further 10 currently completing their part-time doctoral studies.

DEVELOPMENT OF COLLABORATIVE, INTERNATIONAL PARTNERSHIPS

In November 2016, the Research Office, in collaboration with the International Office, organised the College's first International Staff Week. A week long orientation and social programme for fourteen visiting international staff from 8 partner higher education institutions in Denmark, Norway, Austria, Switzerland, Spain, Germany and Malaysia, the new initiative was very successful in its aim of developing long term international scholarship and research links.



STAFF MOBILITY

Staff Mobility visits help encourage staff to seek potential collaborators for research and scholarship in international partner institutions and is actively encouraged in the College. Over the 2016-17 academic year, five members of our academic staff undertook staff mobility visits to Orléans University, France, Umeå University, Sweden, Marie Curie Skłodowska University, Poland, University of León, Spain and Paderborn University, Germany.

OUR RESEARCH PROGRAMMES CONTINUE TO SHAPE EDUCATION



PEER-REVIEWED JOURNAL ARTICLES

Armstrong, D. (2016) 'Schooling, the Protestant churches and the state in Northern Ireland: a tension resolved.' *Journal of Beliefs & Values*. Vol. 38, Iss. 1, 2017, pp. 89-104

Brown, A. (2017) 'Striving for Social Sensitivity: the impact of a social justice project on student teachers' understanding of pupils from socially-disadvantaged backgrounds', *Pastoral Care in Education*. Vol. 35, Iss. 2, pp. 77-87

Dunn, J., Gray, C., Moffett, P. and Mitchell, D. (2016) "It's more funner than doing work": children's perspectives on using tablet computers in the early years of school." *Early Child Development and Care*. Vol. 0, Iss. 0, 2016, pp. 1-13

Greenwood, R., Richardson, N. and Gracie, A. (2017), 'Primary Humanities – a Perspective from Northern Ireland. *Education* 3-13. Vol. 45, Iss. 3, pp. 309-319

Murray, J. and Gray, C. (2017) 'Perspectives from young children on the margins.' *European Early Childhood Education Research Journal*. Vol. 25, Iss. 2, pp. 173-176

Purdy, N. (2016) "The Addressing Bullying in Schools (Northern Ireland) Bill and Act 2016". *Education Law Journal*, Vol. 17, Iss. 3, pp. 164-172

BOOKS

Walsh, G., McMillan, D., and McGuinness, C. (eds). (2017) *Playful Learning and Teaching*. London: Sage

MacBlain, S., Dunn, J. and Luke, I. (2017) *Contemporary Childhood*. London: Sage

BOOK CHAPTERS

Doherty, A. and McCullagh, J. (2017) 'Playful Approaches to Science and Technology,' in Walsh et al, *Playful Learning and Teaching*. London: Sage.

Dowling, and Walsh, G. 'Growing the Child in the Playful Setting' in Walsh et al (eds.) *Playful Learning and Teaching*. London: Sage

Greenwood, R., (2017) 'Playful Learning in the Natural Outdoor Environments,' in Walsh et al (eds.) *Playful Learning and Teaching*. London: Sage.

Walsh, G. (2017) 'Why Playful Teaching and Learning' in Walsh et al (eds.) *Playful Learning and Teaching*. London: Sage

Walsh, G. (2017) 'Pillars of Practice for Playful Teaching and Learning' in Walsh et al (eds.) *Playful Learning and Teaching*. London: Sage

Walsh, G and Sproule, E. (2017) 'Assessment in the Playful Teaching and Learning Experience' in Walsh et al (eds.) *Playful Learning and Teaching*. London: Sage



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MAJOR
EDUCATIONAL
RESEARCH AND
SCHOLARSHIP
OUTPUTS

PROFESSIONAL PERIODICALS

Bell, I. (2016) 'Informatik in Schulen in Nordirland', *Oesterreichische Computer Gesellschaft Journal*, Vol. 2, Iss. 41, pp. 34-35.

Bell, I. (2017) 'Il Pensiero Computazionale nelle Scuole Primarie nell'Irlanda del Nord.' *Bricks*. Vol. 2, Iss. 2. Published online at: http://www.rivistabricks.it/wp-content/uploads/2017/08/19_Bell.pdf

Moffett, P. (2017) 'Jumping frogs: the playful language of subtraction.' *Early Years Educator*. Vol. 18 Iss. 10, pp. 24-28

Purdy, N. (2016) 'School Bullying', *Special (NASEN periodical)*. November issue.

Purdy, N. (2017) 'With Bullying, Take Into Account That SEN Students May Struggle To Recognise The Behaviours Involved' (11th February). *Teachwire*. Published online at: <https://www.teachwire.net/news/with-bullying-take-into-account-that-sen-students-may-struggle-to-recognise>

RESEARCH REPORTS

Gray, C., Prunty, A. Logan, A. Hayes, G. (2016) *Managing Early Years: Inclusive Transition Practices*. Report to SCOTENS Standing Committee 2016. Armagh: SCOTENS.

Jones, S., Greenwood, R., Purdy, N., McGuckian, E. (2017) *Review of Current Primary Languages in Northern Ireland*. Report for Northern Ireland Languages Council. Belfast: Stranmillis University College.

Gray, C., Dunn, J., Moffett, P., Mitchell, D. (2017) *Mobile Devices in Early Learning: Evaluating the use of portable devices to support young children's learning*. Belfast: Stranmillis University College

CONFERENCE PROCEEDINGS

Greenwood, R. (2017) 'Teaching primary student teachers about development issues: Avoiding stereotypes and prejudice' in Catling, S (ed) *Reflections on Primary Geography: Proceedings of the 20th Charney Primary Geography Conference*, February 2017.

CONFERENCE PAPERS AND PRESENTATIONS

Burgess, F. (2017). 'Subjectivities of the female school music teacher: teacher agency approaching mid-career', Paper presented at The Tenth International Research in Music Education conference (RIME). Bath Spa University, April 2017.

Curry, A. (2016) 'Models of Partnership'. Paper presented at Standing Conference on Teacher Education North and South (SCoTENS), Armagh, October 2016.

Doherty, A. and McCullagh, J. (2016) 'Co-teaching for Ideal Practice. Paper presented at the ECER conference, University College Dublin, August 2016.

Dunn, J., Gray, C., Mitchell, D. and Moffett, P. (2016) 'The impact of resources on the literacy landscape: young children's views on using iPads in early years classrooms.' Paper presented at The Literacy Association of Ireland, Dublin, September 2017.

Gibson, K. (2017). 'Selbstwirksamkeit bei Lehramtsstudierenden in Deutschland und Nord-Irland. Ein Vergleich von TSES und SWE.' Poster presentation at the GEBF - GESELLSCHAFT FÜR EMPIRISCHE BILDUNGSFORSCHUNG - [SOCIETY FOR EMPIRICAL EDUCATIONAL RESEARCH] Heidelberg, Germany, March 2017.

Gracie, Anita (2017) 'Pre-Service Educators Learning about Childhood Trauma: location and effectiveness of programme content.' Paper presented at British Psychological Society Northern Ireland Conference, Dundalk, Republic of Ireland, March 2017

Gray, C., Dunn, J., Moffett, P. & Mitchell, D. (2017). Mobile devices in early learning: evaluating the use of portable devices to support young children's learning. Presentation in Stranmillis University College, 24th May 2017.

Greenwood, R. (2017) 'Teaching primary student teachers about development issues: Avoiding stereotypes and prejudice'. Paper presented at the 20th Charney Primary Geography Conference, Oxfordshire, United Kingdom, February 2017.

Hillyard, M., McKee, D., and Murphy, MH. (2016) 'An investigation into the factors affecting physical activity levels of preschool children' Paper presented at HEPA Europe 2016, Belfast, September 2016.

Gilipin, A. and McConnell, B. (2017) 'Examining the relationship between leaders' qualifications, leadership style and quality provision in Early Years services in the Republic of Ireland'. Paper presented at Valuing the Early Childhood Professional, Research and Practice Seminar, Early Childhood Ireland, March 2017

McKee, M. (2016) 'Defining Physical Literacy'. Keynote presentation to the conference Developing Children's Physical Literacy: The First Steps of the Journey. Kildare Sports Partnership & Coaching Ireland, Naas, Republic of Ireland, December 2016.

McMullen, John. (2016) 'Complex Trauma and Child Soldiers.' Keynote presentation to open the British Association of Counsellors and Psychotherapists Conference (BACP) in Marble Arch, London, November, 2016

McMurray, S. and McVeigh, C. (2016) 'The Fountain Model for Continuing Professional Development: building national capacity in addressing dyslexia and literacy difficulties'. Paper presented at International Dyslexia Association Conference, Florida, United States, October 2016.

McMurray, S. and McVeigh, C. (2016) 'The need for an integrated approach to spelling: Developing morphology, orthography and phonology'. Paper presented at Psychological Society of Ireland conference, Athlone, Republic of Ireland, November 2016.

McMurray, S. and McVeigh, C. (2016) 'Continuing to develop teachers' understanding of difficulties in literacy development at the SEN Literacy Unit, Stranmillis University College: Legacy and current CPD options'. Paper presented at Psychological Society of Ireland conference, Athlone, Republic of Ireland, November 2016.

McMurray, S. and McVeigh, C. 'Understanding Difficulties in Literacy Development: Delivery and evaluation of teacher CPD on a Northern Ireland-wide scale". Paper presented at Psychological Society of Ireland conference, Athlone, Republic of Ireland, November 2016.

McMurray, S. and McVeigh, C. (2016) 'The need to consider three sources of linguistic knowledge in spelling: phonology, orthography and morphology.' Paper presented at BERA Annual Conference 2016, University of Leeds, Leeds, United Kingdom, September 2016.

Purdy, N. (2016) 'Bullying in Schools: legislation, policy and conceptual confusion'. Paper presented at the BERA conference, University of Leeds, Leeds, United Kingdom, September 2016.

Purdy, N. (2016) 'Perfect Victims? Addressing Disablist Bullying in Schools.' Keynote address at NASEN NI Annual Conference, Stranmillis University College, Belfast, United Kingdom, October 2016.

Purdy, N. (2017) 'The future challenges for education in shaping the future of relationships: within, across and beyond these islands'. Invited panel presentation at 'Building and Maintaining Relationships: Within, Across and Beyond these Islands', the Annual Conference of the Centre for Cross Border Studies, Armagh, United Kingdom, February 2017.

Purdy, N. (2017) « Le harcèlement scolaire : exemple de l'Irlande du Nord » Paper presented at L'ESPE Val de Loire, Orléans, France, March 2017.

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Walsh, G., McMillan, D and Doherty, A. (2016) 'In search of the Holy Grail: Towards a shared understanding of play as learning in practice'. Paper presented at the EECERA 2016 conference, Dublin City University, Dublin, Republic of Ireland, August/ September 2016.



BOOK REVIEWS

Purdy, N. (2016) 'School bullying in different cultures: Eastern and Western perspectives', Pastoral Care in Education, Vol. 34, Iss. 4, pp. 248-249.

Jones, S. (2017). 'The Givenness of Things. By Marilynne Robinson', British Journal of Education Studies. Vol. 65 Iss. 2, pp. 278-280

PROFESSIONAL RESOURCES

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COMMUNITY ENGAGEMENT, WIDENING PARTICIPATION AND INTERNATIONAL DEVELOPMENT

Stranmillis has had a long-standing commitment to widening participation and access to quality education, not only to our programmes, but to higher education in general. Through our widening participation and community engagement strategy, our aim is to encourage social mobility and motivate academically able young people from socially and economically disadvantaged backgrounds to increase their likelihood of applying to and succeeding in gaining a place at university place.

In addition to working very closely with schools, particularly those in areas of social disadvantage, our programmes target a very broad spectrum of influencers from friends and family, community groups, careers professionals, key influencers and businesses. To support students from socially and economically diverse backgrounds, the College offers a wide range of bursaries, scholarships and awards.

TACKLING UNDERACHIEVEMENT

For a number of years Stranmillis has worked closely with Barnardo's and Dundonald Primary School on initiatives aimed at tackling underachievement, with Stranmillis Graduate Interns developing and implementing innovative, results-driven programmes. The Interns bring creativity and up-to-date knowledge and skills to bear in developing innovative ways of tackling literacy underachievement. Working with groups of pupils, the programme has made a measurable and hugely positive impact on the pupils they have been working with.

EYE 4 EDUCATION

The transition from primary to post-primary can often be a stressful event for an 11 year old. To provide an insight into life as a post-primary pupil, the Stranmillis Widening Participation team worked with "Big Ted" from Eye4Education to deliver two work-shops, Trans4mers and Health4Life, to six primary schools.

The workshops looked at the impact on the pupils' future daily life before, during and after school and engaged them in the concepts of being proactive in leading balanced and healthy life-styles.



BALLOONS, BUBBLES AND MATHEMATICAL CONCEPTS!

Over 300 Key Stage 2 pupils converged on our drama theatre to celebrate Maths Week Ireland. In a fun, engaging and pupil-interactive show, led by Bubblz the Mathematical clown, balloons and giant bubbles were used to introduce mathematical concepts such as volume and 3-D shapes. Some pupils even managed to get surrounded by an enormous bubble.

FOUNDATION TO FULL-TIME

Six Regional Colleges across Northern Ireland offer a Foundation Degree in Early Childhood Studies. Every year, a significant number of those students have the opportunity to 'articulate' directly into Level 2 of the full-time and part time BA (Hons) in Early Childhood Studies at Stranmillis and transfer their Foundation Degree studies to degree level. A Foundation Degree Articulation event gave the FD students the opportunity to meet current BA.

LEARNING IS FOR LIFE

As Stran Lifelong Learning approaches its 10th anniversary, the programme has established itself as an integral part of College life, with a kaleidoscope of almost 2,600 lifelong learners regularly descending on campus to grow and improve their knowledge, skills and well-being through a broad diaspora of over 140 courses from woodcarving to Italian language, wine appreciation to the Vietnam War and Tai Chi to Salsacise. A highlight of the programme was the Annual Lifelong Learning Lecture, a hugely engaging and hugely entertaining keynote speech by Sir Bob and Lady Rosemary Salisbury, on the theme of 'An Unexpected Journey'.



INTERNATIONAL

The world is a very small place today and, as educationalists, we do not and cannot live in a vacuum. Internationalisation is a transformative process that enriches and adds a dynamic force to our teaching and learning, our research and scholarship and the overall experience of everyone in the College. Promoting, fostering and delivering a globally-led learning experience helps prepare graduates to live in and contribute to a globally interconnected society.

STUDY ABROAD CONTINUES TO GROW

Increasing the number of international Study Abroad students at Stranmillis is one of the College's strategic goals. The 2016-17 academic year saw continued growth in our international programme, both in the number of feeder universities and colleges and the number of students, with 11 students from Providence College, Drake University, St. Martin's University and Austin College spending a full semester studying with us. The students embraced the educational, cultural and social opportunities afforded them during their time in Belfast, integrating fully into the Stranmillis community and making significant contributions in their placement schools and the organisations they engaged with, including Youth Link NI and The Council for Integrated Education Northern Ireland.

CAMPBELLSVILLE COMES TO BELFAST

In May 2017, we hosted a group of 30 students and faculty staff from Campbellsville University, Kentucky. Two programme areas that they were interested in finding out more about were Early Childhood Studies and our Research and Scholarship programme. During their time here, they visited a number of our partner organisations, such as Dundonald Primary School and Youth Link NI. They also spent a wonderful evening volunteering with Storehouse – a local charity involved in supporting vulnerable families and individuals through a foodbank and charity clothing store.

GROWING OUR U.S NETWORK

Building strong, personal relationships with key faculty staff in the US is a vital stepping stone to attracting more international students. Throughout the year, the International Team has hosted a number of visits from existing and potential partner colleges and universities in the USA, including, Roger Williams University, Taylor University, Indiana and Calvin College, Michigan. The team has also been working closely with Invest NI's educational team and was part of their trade mission delegation to New York and Boston, where the Stranmillis team held a number of highly productive meetings with new potential partners.



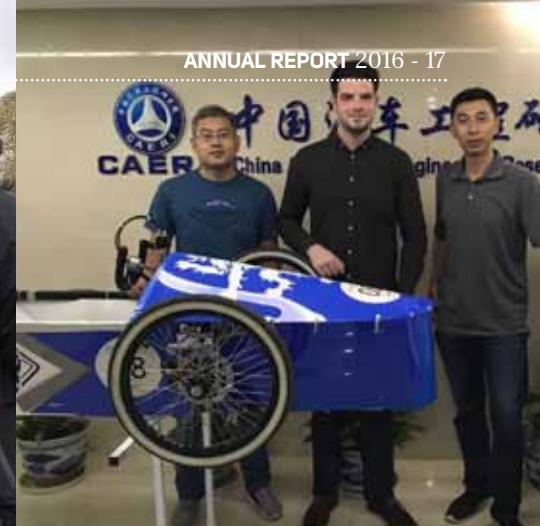
AN INTERNATIONAL PERSPECTIVE

The Erasmus+ programme is extremely popular with our students in the penultimate year of their degree programme. In 2016-17, 46 Stranmillis students spent a full semester at one of our 'Erasmus+' partner institutions in Austria, Belgium, Denmark, Germany, Hungary, Malta, The Netherlands, Norway, Poland, Spain, Sweden, Switzerland and Finland. Twelve students travelled further afield through the International programme to partners in USA, Hong Kong and China. The experience and different perspectives our students get from studying in another country is hugely enriching, providing personal, professional, cultural and linguistic development and enhanced employability.

70

INTERNATIONAL STUDENTS FROM AROUND THE WORLD

Institute
for Study
Abroad
BUTLER UNIVERSITY



A GLOBAL CAMPUS

The 70 exchange students studying at Stranmillis this year from partner institutions in Europe, China and USA through the Erasmus+ and International programmes brought added vibrancy and richness to the Stranmillis community, culturally and linguistically as well as professionally. An example of the opportunities for internationalisation that these students bring to our teaching and learning is the final year BEd. Primary Languages module, where incoming Erasmus students from Spain, Germany, Austria, and Denmark taught in local primary schools and worked with the Stranmillis Erasmus students, who were also taking the module, to create ongoing opportunities for professional and cultural exchange and informal linguistic development.



STUDENT SUPPORT AND WELLBEING

The promotion of Student Support Services is vital to our student's employability. Investment in a newly refurbished and equipped Student Support and Wellbeing Centre firmly places Student Support, literally and metaphorically, at the centre of College life. The range of support services available to students includes: access to quality occupational health, counselling support and disabilities services and careers support from the point of entry to two years after graduation.

EMPLOYABILITY

Employability is not just about getting a job; it is about a broader set of skills and attributes that will enable a graduate to be successful throughout their working life. At Stranmillis we seek to enable all students to be competitive and remain competitive; to achieve their goals; to enhance their own educational experience; and also enhance their own student experience through engagement in academic studies, extra-curricular and co-curricular activities, volunteering and work experience. By focusing on employability from an early stage the aim is that the student will have greater success in their chosen career.

The quality and desirability of our graduates is reflected in the latest published Destination of Leavers from Higher Education (DLHE) survey, which showed that 100% of Stranmillis graduates, six months after leaving the College, were engaged in employment or full time study – one of only two universities in the UK with a 100% score. A number of important strategies underpin our commitment to student employability.



**OF GRADUATES IN
FULL-TIME
EMPLOYMENT
OR STUDY**



RELATIONSHIP DEVELOPMENT WITH POTENTIAL EMPLOYERS

Building strong partnerships between the College and potential employers of our students, and positioning Stranmillis graduates as highly desirable, is an important part of our employability strategy. This year we have continued to strengthen the positive partnerships we have created with Fife County Council in Scotland and Kent County Council in the South East of England. The Fife Council Teacher Education Coordinator commented: "Our experience of working with the students of Stranmillis has been exceptional. The students joining us as permanent staff in Fife have been of high calibre, they are highly skilled, highly motivated and enthusiastic teachers." Through the Career's Fair and the companies and organisations involved in providing our students with alternative and work related placements, the College has fostered strong relationships with over 250 potential graduate employers.

DELIVERY OF RELEVANT DEGREE ENHANCEMENT OPPORTUNITIES

Sitting alongside and complementing our degree programmes, Degree Enhancement provides students with opportunities to get involved in and contribute to a broad range of 'extracurricular' activities that add value to their employability. Degree Enhancement activities fall into three areas: College Engagement, Community Engagement and Personal and Professional Learning and Development. This year, over 150 students took part in Degree Enhancement activities, with 58 graduates receiving their certificates. Examples of the sort of activities undertaken included the Literacy Project, where students volunteer to work one-to-one on a weekly basis with a child with literacy difficulties; and completing the Education Authority's Youth Worker Qualification training programme, which allows them to take paid work in statutory youth clubs.



STUDENTS' UNION

Stranmillis Students' Union continues to play a vital and active role in the life, growth and development of the College. Following extensive refurbishment work in Stranmillis House, the Students' Union has now relocated to their new home in the heart of the campus with dedicated offices, a Games Room, Common Room and Boardroom.

As well as acting as a conduit between the College and the Student community, the Union organises a host of events including Freshers' Week, Charity Week and the Student Formal, as well as providing volunteers and ambassadors for an extensive programme of College visits, events, activities and initiatives. Our thanks and appreciation go to the former President, Adam Pollock, the Student Executive and all those who helped, supported and shaped the work of the Students' Union during 2016-17 and contributed to a stronger student body.



CHRISTMAS MEANS PANTO

Another key fixture on the Stranmillis calendar which is organised by our students is the Stran Panto. With 150 students taking part and 15 performances, the 2016 Panto attracted a record audience of over 4,000, who were treated to an outstanding and professional adaption of Little Red Riding Hood - an experience all those involved will never forget!



LISTENING TO THE STUDENT VOICE

The National Student Survey (NSS) is a litmus test of undergraduate student experience in Higher Education. In the latest NSS, Stranmillis achieved an overall student satisfaction of 90%, putting us in the top 10 universities in the UK. The College scored particularly well on Student Voice, a measure of the work the Students' Union does in representing student interests and ensuring student views are valued and acted on.



FIELDS OF LIFE

During 2016-17, the Students' Union charity was Fields of Life; an organisation that delivers clean water, food and educational support in central Africa. Through an exciting programme of charity week events, including the resoundingly successful Strictly Stranmillis, and ongoing fundraising activities, the Students' Union raised almost £6,000 for Fields of Life to build and commission a well in Uganda.

UGANDA PARTNERSHIP

To further strengthen the relationship with Fields of Life, the Students' Union, supported by the College, developed an innovative, international experience that saw 30 of our students travel to Uganda to work in impoverished communities and support Field of Life's child education and care programme.



CORPORATE SERVICES

STAFF WELLBEING

Health and safety, staff wellbeing and our disability action plan continue to be key priorities for the College. Key highlights during 2016-17 have included:

- Formation of a College-wide Health and Wellbeing Working Group to develop a Health and Wellbeing Strategy and, in partnership with Health Matters NI, undertake an assessment of staff health and wellbeing needs.
- Development of a revised Disability Action Plan setting out how the College will continue to fulfil its duty to promote positive attitudes towards persons with a disability and encourage their participation in public life.

PROFESSIONAL DEVELOPMENT

The College is committed to the development of a world-class team of academic and support staff, and continues to provide opportunities and support for professional development. Building the College’s academic profile through the support of doctoral level work continues to be a priority that is critical if we are to be successful in securing major research funding bids. This year saw further progress on that goal.

CONTINUED GROWTH IN ACCOMMODATION AND HOSPITALITY

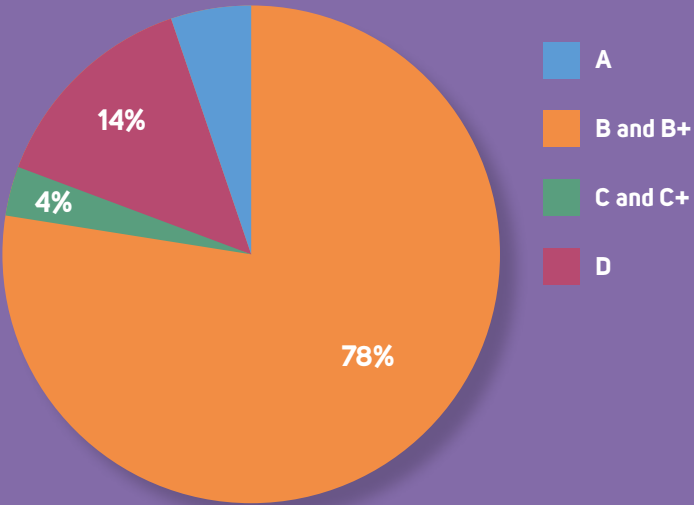
Our Halls of Residence play an important role in campus life and over the past year occupancy levels have remained high. Overall the commercial operations provided by Hospitality, Accommodation and Conferencing also continued to grow, delivering a 1% growth in income. Continued investment in our Halls and facilities has been a priority with refurbishment work to Halls common rooms and an upgrade to Wi-Fi in Halls successfully completed.

CONTINUED INVESTMENT IN THE ESTATE AND FACILITIES

To ensure that we continue to offer our staff and students access to outstanding facilities and resources, major improvement and refurbishment works have been completed in the Library; the new Student Support Centre in Stranmillis House and a range of new facilities in the Students’ Union. These are adding to the student experience and refurbishment of the Drama Theatre has enhanced an already valuable resource for students, staff and the wider community.

As a result of this ongoing investment, over 80% of the buildings on campus are rated as B or better, that is ‘sound, operationally safe, exhibiting only minor deterioration’ in terms of the Royal Institutions of Chartered Surveyors (RICS) Building Maintenance definitions.

% OF BUILDINGS IN EACH CATEGORY 2016-17



FINANCIAL PERFORMANCE

The University College recorded an operating deficit of £29k in the 2016-17 year compared with a surplus of £169k in the prior year largely as a result of the impact of the annual adjustment relating to the NILGOSC Pension actuarial valuation which resulted in a charge of £505k in the year (2016-17: £322k).

At 31 July 2017 a review of the College Land and Buildings was carried out by Land and Property Services (LandPS). The review reported that the carrying value of Land held within the financial statements exceeded the current market value by £11.73m resulting in a requirement to write down the value at which Land is held in the Statement of Financial Position (Balance Sheet). However, upon Incorporation of the College in 2005 the land was transferred from the Sponsoring Department at the prevailing market value at that time and recognised within the Deferred Capital Grant Reserve also in the Balance Sheet. The impairment of £11.73m affecting Fixed Assets therefore results in an equal and opposite adjustment to the Deferred Capital Grant Reserve. There is therefore no overall effect on the Net Assets of the College within the Balance Sheet.

This exceptional charge and corresponding Deferred Capital Grant Release have also been recognised within the Statement of Comprehensive Income and Expenditure as both exceptional expenditure and exceptional income. There is therefore no overall effect on the deficit reported in the Statement of Comprehensive Income and Expenditure.

	2017	2016	2015	2014	2013	2012
	£'000	£'000	£'000	£'000	£'000	£'000
Total Income - ex Core Grant	6,605	6,514	7,063	7,959	6,931	5,718
Income adjusted for impact of DCG release	11,193	11,088	11,545	12,657	11,893	10,997
Adjusted Funding %	59%	59%	61%	63%	58%	52%

When this exceptional income is excluded total income reduced in the year by £746k or 5.8% compared with the previous year for a number of reasons:

Recurrent Grant funding received from the Sponsor Department fell by £16k or 0.4% compared with the previous year as a result of general funding cuts to the sector;

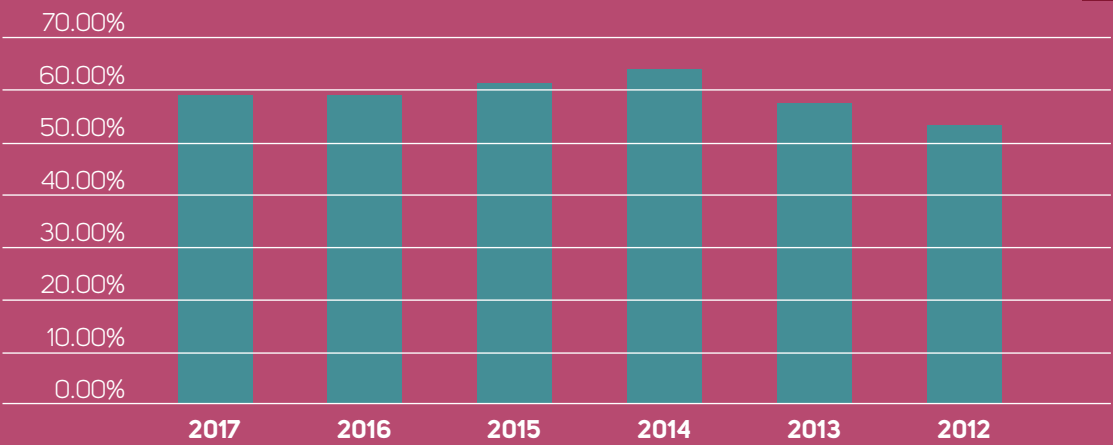
The release of deferred capital grants fell by £851k as a result of a lower depreciation charge following the LandPS review which resulted in a number of buildings' useful lives increasing resulting in a lower depreciation charge and therefore matched Deferred Capital Grant release.

Income included £255k of Public Sector Transformation Funding (2016-17 - £226k) to progress a Voluntary Exit Scheme during the year.

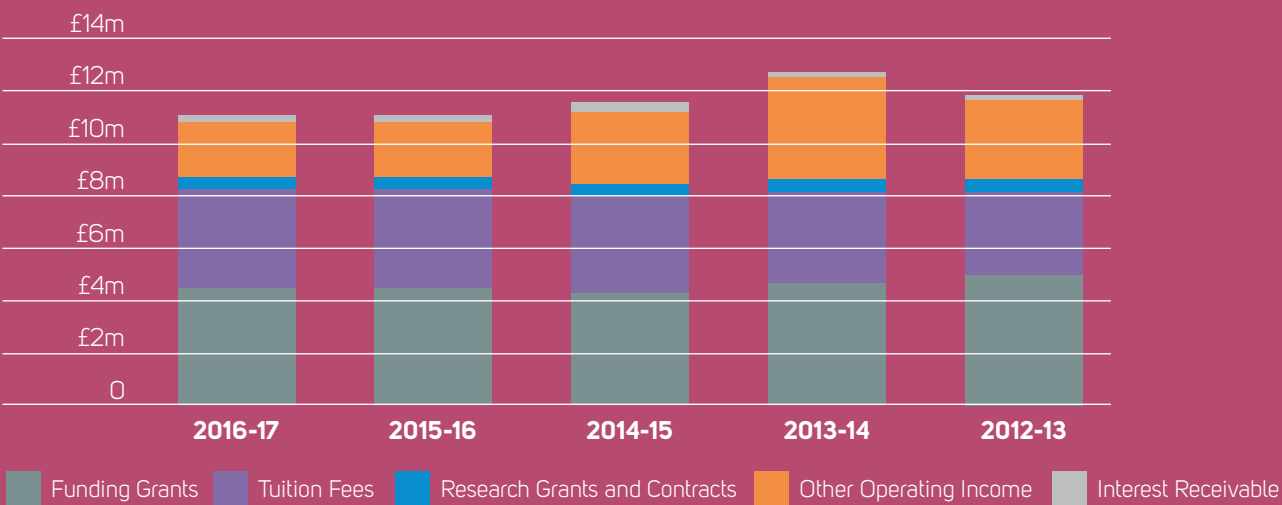
Accommodation, Room Hire, Catering, Rental Income and Conferencing business contributed £2,325k or 19.3% (2016-17: £2,272 and 17.8%) of total income in the year. This steady performance represents a continuance of the very positive results that have been achieved in recent years despite the very challenging economic climate.

The figures and the graph below show the proportion of income, adjusted to remove the distorting impact of deferred capital grants and exceptional items, derived from sources other than from the Sponsor Department core grant.

ADJUSTED NON SPONSOR DEPARTMENT FUNDING %



In addition the graph below shows the proportion of income derived by income type over the 5 years to 2017 (excluding deferred capital grants and exceptional items).



These results make evident the success in recent years of the University College's strategy to diversify the sources of its income, thereby reducing its reliance on core government grant funding.

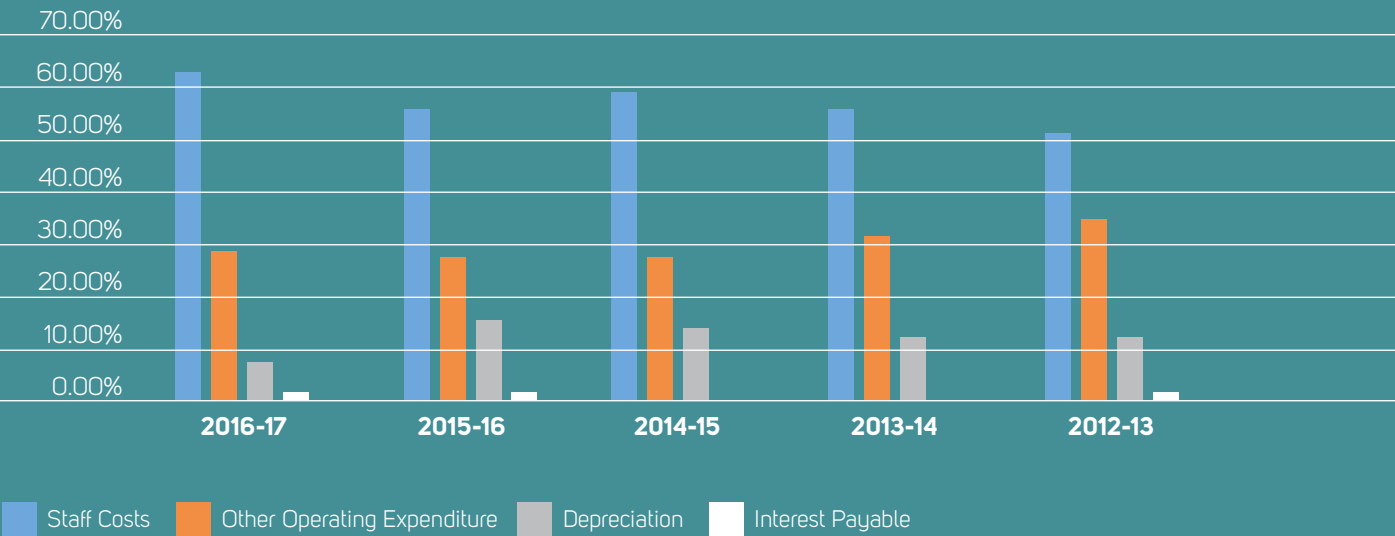
EXPENDITURE

Excluding the exceptional impairment charge overall the College saw expenditure reduce by £548k (4.3%) in the year for the following reasons:

- Following the review of its Land and Buildings the College adjusted the useful lives of College buildings in line with the LandPS report which resulted in a significant reduction in the annual depreciation charge from £1,955k in the prior year to £922k in the current year, a reduction of £1,033k.
- Total staff costs, excluding the impact of FRS 102 pension adjustment, increased by £192k or 2.8% compared with the prior year. Unadjusted staff costs now represent 61.3% of total expenditure compared to previous year (55.8%). This proportion has increased as a result of the significant reduction in depreciation charge in the current year.

The Chart below shows the breakdown of total expenditure for the last 5 years:

% OF EXPENDITURE TO TOTAL EXPENDITURE 2012-13 TO 2016-17



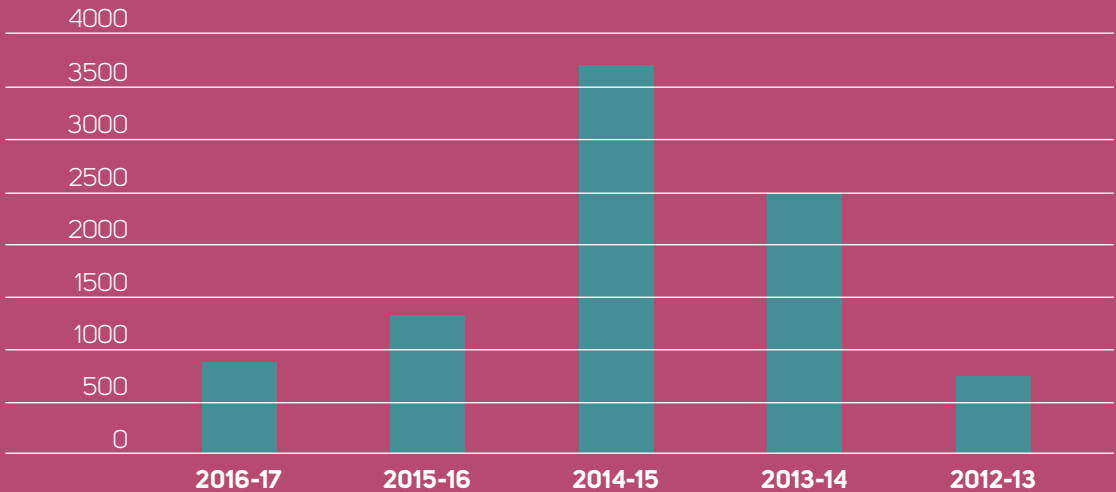
CAPITAL INVESTMENT

During the year the University College invested £851k in building works (2016 - £1,312k). The main works undertaken was the completion of a final phase of refurbishment works to Stranmillis House (£415k). In addition a number of smaller scale projects were undertaken during the year at a cost of £382k including the refurbishment of the Front Gate Lodge, First Floor Foyer of Central Building, Drama Theatre changing facilities and seating and a project improving health and safety on campus roads and pathways. The University College continues to invest its Sponsoring Department's capital allocation in schemes which enhance the teaching and learning environment and improve health and safety for users of the campus. The Chart below shows the capital expenditure in land and buildings over the last 5 years.



£851k
INVESTED IN
BUILDING WORKS
THIS YEAR

CAPITAL EXPENDITURE ON BUILDINGS (£K)



In the year the University College received Sponsoring Department capital grants of £976k (2016 - £617k).

FUTURE DEVELOPMENTS

The University College has continued to receive more significant levels of recurring Sponsoring Department capital funding than was previously the case.

It is expected that this trend will continue and indeed further significant refurbishment projects on campus will continue with Sponsor Department funding in 2017-18. The University College's most recent Estates Strategy identifies planned works in 2017-18 to include the completion of the Library Fire Precautions and Ceiling and Lighting upgrade and Boiler Replacement projects which commenced in 2016-17 and to progress a project to upgrade the University College's Sports Facilities. A number of other capital projects are at the early stages of development and it is hoped that some of these works will be partially funded by the Sponsoring Department in forth-coming years. However, during this period of unprecedented political instability, there is uncertainty as to the availability and extent of future Sponsor Department capital funding.

The Governing Body is also committed to continue to secure the financial solvency of the University College within the context of its long-term strategy and objectives.





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