



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

ANNUAL REPORT

1st August 2011 – 31st July 2012



CONTENTS

	<i>Page</i>
Chairman's Foreword	1
Principal's Foreword	2
Introduction	3
Excellence in Teaching	4
Enhancing Employability	10
Continuing Professional Development	14
Shared CPD	18
Widening Participation Through Community Engagement	20
Widening Participation Through Lifelong Learning	28
International Development	30
Excellence in Research/Scholarship	34
Staff Achievements	41
Student Experience and Achievements	42
Appendix 1 – Financial Information	46

BOARD OF GOVERNORS (2011-12)

Chair

Steve Costello, MBE BA

Members

Mrs Doreen Bell, MA DASE – Vice Chair

Neil Bodger, MBA Dip Modern Languages

Derek Campbell, BEd MA

Derek Capper, CertEd BA

Colm Donaghy, BEd MA – Staff Governor

Rev. Matthew Hagan, CertHE Theology MPhil

Mr Jonny Harper, BEd - Student Governor

Ms Judith Harper, MEd DASE PQH(NI)

Dr. Anne Heaslett, BA MA D.Phil MSc FRSA –
College Principal

Terry McGonigal, FCCA CIPD MBA

Hugh Storey, MSc DMS ACIS MBIM -

Staff Governor [term of office expired
January 2012]

Alex Ramage - Staff Governor
[elected January 2012]

Clerk to the Board

Norman C.G. Halliday, AFA

[retired December 2011]

Clifford Boyd, MSc PhD - Acting Secretary
[elected January 2012]

CHAIRMAN'S FOREWORD

In February 2012 the Minister for Employment and Learning announced that currently there was insufficient political consensus to bring forward legislation for the proposed merger between Stranmillis University College and Queen's University Belfast. The Minister stated that he would commission a two stage Study of Teacher Education Infrastructure in Northern Ireland. The first stage of this study is expected to be published very early in 2013. The second stage of the study, which will set out options for a more shared and integrated system for the delivery and funding of Teacher Education, has still to be commissioned. Despite the uncertainties of the policy context the College continues to take forward the development of Teacher Education and related professional areas.

The College's sustainability has been maintained through more generous funding from DEL and the development of additional income streams through the determined efforts of the Principal and staff.

When the Taylor Report on the Future Strategic Options for Stranmillis University College was published in 2007 the cap on ITE student numbers for the Primary BEd was 70 per year and the total cap for non ITE students was restricted to 260. Department of Education predictions were that student numbers could fall further. In the 2011-12 year the cap has risen to 95 ITE Primary BEd students per year and the total cap for non-ITE students was maintained at 277. These numbers are being maintained for the 2012-13 year despite the current economic climate.

The Principal and staff are to be commended for their entrepreneurial skills and prudent management. This Annual Report highlights some of the major developments which took place in the 2011-12 academic year. Of particular interest will be the partnership which the College has developed with the Institute for Study Abroad, Butler University. This will lead to the first cohort of American students arriving in Stranmillis in September 2012 to start their programme of study. Another highlight is the SEN Literacy Project, a £3.4 million project funded by the Department of Education to boost literacy in primary school pupils. This is a three year joint project with St. Mary's University College. It will be led by Stranmillis lecturer Dr Sharon McMurray and is based on her years of scholarship and research in the field of Special Educational Needs. These are two of the many significant developments which have taken place this year. The staff are to be congratulated on their efforts in taking the work of the College forward.

Steve Costello, MBE BA

Chairman of Governing Body





PRINCIPAL'S FOREWORD

The University College's mission is:

"to sustain a critical community of educational excellence in teaching and research/scholarship in a shared learning environment where diversity is welcomed, in order to help meet the professional needs of society in Northern Ireland and beyond".



Stranmillis has been described as 'one of Northern Ireland's finest and much-loved assets'. The College was established in 1922 to train elementary teachers. Since it was officially opened in October 1922 it has played a significant role in providing qualified teachers for Northern Ireland schools and beyond. The academic year 2012-13 will be a particularly special year as Stranmillis celebrates its 90th year.

In 2012 Teacher Education remains at the core of the College's business. However, it also offers degrees in the related professional areas of Early Childhood Studies and Health & Leisure. Over the decades Masters level work and research activity have increased.

Today's Stranmillis, while remaining a much loved institution, has become increasingly global in its outlook. As this report demonstrates, Stranmillis in the 21st century works with a significant number of international partners across the world. This report highlights the scope of international engagement and shows how the College represents a much more diverse and international learning community.

In order to support this growing community, the College has continued to take forward its strategy to enhance the student experience by investing in its estate and the quality of the learning and social spaces. The first floor of the Central Building, the College's main teaching block, was completely refurbished to create a suite of modern teaching spaces with a vocational focus, including a sensory room, and the flexibility to promote group learning activities. This represented an investment of nearly £600,000 with £495,000 being funded through the capital funding provided by the

Department of Employment & Learning. In addition, in June 2012 the College undertook to spend cash reserves on a major capital project to increase the number of en suite rooms in the Halls of Residence at a cost of £430,000.

The College reported an end of year surplus of £558,828 (see Financial Information in Appendix 1). This has been achieved largely through higher occupancy in the College Halls of Residence, a growth in income from two new grant funded Continuing Professional Development (CPD) projects and increased Lifelong Learning activity. Income from other CPD and Lifelong Learning courses has increased significantly between 2007-08 and 2011-12.

As a result of achieving an in year surplus the College was able to make the following substantial investments:

- Refurbishing a block of standard student rooms in Halls at a cost of £100,000;
- The College spent £233,000 on replacing equipment – double the expenditure of the previous year.

This level of activity has enabled the College to achieve its target of generating more of its income and relying less on DEL funding. In 2011-12, 54.78% of the College's expenditure, having been adjusted to reflect net depreciation costs, was funded from sources other than DEL.

Dr Anne Heaslett
Principal

INTRODUCTION

The academic quality of entrants in 2012 remained high, despite a drop in the overall numbers of applications which is part of a wider trend in higher education. The typical A Level entry grades for the BEd programmes were AAB/ABB, and for the diversified programmes BBB/BBC.

In particular the entry levels for the BEd Primary programme remain very high. The average is now 390 points, an increase of 10 points from 2011. There has also been an encouraging increase in the number of males entering the BEd degree. There was an increase of 2% in male entrants to the BEd Primary degree and a significant increase of 14% in male entrants to the BEd Post-primary degree. These

encouraging increases demonstrate the impact of the 'Males into Teaching' project highlighted on page 20 of this report.

The majority of applicants are strongly committed to the vocational areas of teaching and working with children. Recruitment to Teacher Education and Early Childhood Studies requires students to make a presentation and involves interviews and an engagement with a panel of professionals, including school principals. This involvement of key stakeholders is considered essential if we are to recruit strong candidates who will have a positive impact in the teaching and learning environment.



EXCELLENCE IN TEACHING



National Student Survey

In the 2011-12 National Student Survey the College achieved an overall score of 4.3 (out of 5), putting it in the top quartile in the United Kingdom and above the Northern Ireland mean of 4.2. The sections on Personal Development and Teaching in the main survey received the highest overall scores. Students confirmed that their undergraduate experience had boosted their self-confidence, improved their communication skills and their ability to tackle new problems. Students recorded particularly high levels of satisfaction in relation to their work placements. They made particularly favourable comments about the value of being exposed to a range of placements, including 'Alternative Placements' and in some cases international placements. Responses indicate that this was an important factor in helping them to develop their skills.

Learning and teaching across the programmes continues to focus on achieving excellence. The current model promotes an incisive approach to self-evaluation and a proactive approach to the identification and sharing of good practice.



Health & Physical Education

Physical Literacy is a recent and challenging addition to our vocabulary. The College strongly promotes the view that physical literacy skills are important and should complement work in literacy and numeracy. Within Stranmillis the development of physical literacy is not only promoted through undergraduate degree programmes but through community projects led by our students. The Wildcats Activ8 Club, involving pupils from Belvoir Park Primary School and Loughview Integrated Primary School is an outstanding example of physical literacy in practice. It encapsulates the 'Transforming Communities' agenda highlighted in the Chief Inspector's Report (2010-2012, DENI). The aim of the Wildcats Activ8 club is to enable children to develop their physical literacy skills and increase their enjoyment of physical activity while contributing to the building of self-esteem and community engagement.

International perspectives continue to influence, and be influenced by, the Health and PE Team. A number of staff worked with European partners to devise an Intensive Programme in Physical Education which focuses on inclusion as a cross-curricular aspect of teaching Physical Education. This project is on-going and has received considerable attention from a number of local partners.

Continuing Professional Development in HPE is a deficit area for local schools and teachers. After careful consultation with the professional community, a new MEd (Physical Education) specialist option was developed and has recruited its first cohort of graduates.



The Wildcats Activ8 Club

EXCELLENCE IN TEACHING (contd.)

STEM 2011-2012

Stranmillis University College continued to enhance student involvement in STEM education through the introduction of courses specifically designed to educate our future teachers to develop subsequent generations of pupils for a scientific and technological world in which employment opportunities exist. STEM courses within both the BEd (Primary) and BEd (Post-primary) degree programmes are named as examples of excellence in the reports of external examiners. Those receiving special acclaim are: Mechatronics and Advanced Electronics courses in Technology and Design, Mathematics (Numeracy through STEM), Research Lesson Study for Numeracy specialists and the Numeracy Specialist module 'IMPACT' (Interactive Mathematics Parents and Teachers Together) in the Primary degree programme.

Our MEd (STEM) Programme and Continuing Professional Development (CPD) allow practising teachers and practitioners in educational settings to become engaged in the STEM networking community while experiencing cutting-edge developments and research. Promoting good practice with primary age children is an area where benchmark practice has been demonstrated. Two projects were showcased at the AstraZeneca Science Teaching Trust Conference in Belfast in November 2011: 'Using books stories and puppets in primary science' and the presentation of a primary science CPD activity using technology to enhance learning.

STEM expertise at Stranmillis is increasingly recognised outside Northern Ireland. A number of members of staff were invited to present at the Teacher Education Policy in Europe conference (TEPE) in Warsaw 2012, the annual AstraZeneca Science Teaching Trust Project's conference in October 2011 in Bristol, the TEAN conference in Birmingham in May 2012 and the SCoTENS North/South Annual Conference.



Matthew Hamilton at Huddleston Engineering



Hands-on with science CPD



The STEM Report, March 2012



Omagh Academy pupils attend Maths Week activities with maths magician Fernando Blasco and College lecturer Dr Trisha Eaton

Partnerships between industry, community and the world of academia continue to receive prominence in our activities. Three examples are listed below:

Firstly, BEd Post-primary Technology and Design students undertaking an industrial placement that raises awareness of the careers and opportunities that exist for future teacher of STEM in industry and business. Post-primary Mathematics and Science students develop a learning journal as they progress through their modules using 'cloud' technology to engage in learning partnerships with teacher mentors in Science Specialist schools.

Secondly, students and staff continue actively to support homework clubs and the IMPACT project in the communities of Sandy Row and East Belfast. They have also contributed to the 'Letterbox' club and the Fostering Network by focusing on maintaining numeracy standards through the long school-free months of Summer. Also worthy of note is the fact that our staff know that learning must be fun and it is always a delight to host the activities and presentations of the international mathematicians who deliver a 'Magical Maths Week' to Primary and Post-primary children.

Finally, the College is currently leading local stakeholder discussions on the inclusion of computer science skills and programming within primary and post-primary schools. Our partnerships with industry and the community continue to expand, enriching all our STEM courses and scholarly work and providing further opportunities for our students. The Minister for Employment and Learning stated the following in the recent report 'Success through STEM: One Year On: A report by the STEM Implementation Group March 2012'.

"A workforce skilled in science, technology, engineering and maths is fundamental to Northern Ireland's future competitiveness and wealth creation potential. Inspiring our young people to study these subjects and then choose a career in these areas requires a collaborative effort between Government and STEM companies. This report highlights the excellent work that is already taking place and the contribution that this Department's delivery partners, such as our local colleges and universities are making to this important agenda."

EXCELLENCE IN TEACHING (contd.)

Early Years Education

Engaging with benchmark practice continues to be central to our programmes. During the academic year 2011-2012, the PGCE (Early Years) students participated in an array of professional workshops and visits to enhance their overall knowledge and understanding of Early Years Education in practice. These included visits to two outstanding nursery school settings to view both the indoor and outdoor learning experiences, trips to the Ulster American Folk Park and the Ulster Museum and the opportunity to spend an entire morning in Foundation Stage and Key Stage 1 classes in two primary schools deemed to be of outstanding quality by ETI, to view play-based learning in action.

The professional workshops took place in-house at Stranmillis University College, led by a team of early years experts comprised of nursery principals, Foundation Stage and Key Stage 1 teachers, primary principals, representatives from CCEA and Professor Liz Wood, the College's Visiting Professor. Topics addressed included: Assessment Arrangements within the NI Curriculum, Assessment for Learning, Behaviour Management, Observing, Planning and Documenting Young Children's Learning, the Early Years Setting in Action, Getting it Right with Parents and Child's Play.

In addition to these professional experiences, the PGCE students also engaged in their annual eight week Harberton placement which aims to enhance the professional development of the students by affording them the opportunity of working in close collaboration with special needs teachers in a special school. During this placement they also get the opportunity to participate in a number of Master Classes led by specialists in the field, including presentations and discussions on topics such as IEPs, Dyslexia, ASD, Speech and Language Therapy.



Early Years PGCE students visit the Ulster American Folk Park to learn about maths trails

A novel experience for the PGCE students 2011-12 was to conduct a three day placement as part of their induction programme in a SureStart setting to observe and take part in the two year old programme. The purpose of this placement is to provide students with an understanding of where children come from before their nursery experience and therefore enable them to provide a smooth transition for these young children in pre-school. Feedback on this placement was very positive.



This year also saw the inauguration of the Early Years Education Stakeholder Group which met on 24th January 2012. Members of the group represent key contributors across Northern Ireland, including primary and nursery schools, CCEA, ETI, Early Years Organisation and Education and Library Boards. Our visiting professor, Professor Liz Wood, also participated in this event and gave a presentation challenging those present to engage with international research.

Early Childhood Centre

The new Early Childhood Centre was fully operational in the 2011-12 academic year. Both the Early Childhood Studies and Early Years Education programmes are making use of this excellent facility which not only simulates a learning environment for young children but more significantly incorporates technology-enhanced learning facilities which enable students not only to demonstrate best practice but to be involved in critical self-reflection and interactive group learning.

The Early Childhood Studies team continued to build on its Personal Tutor system and refine the development of the Professional Development Profile activity with students which is an important element of supporting student learning.



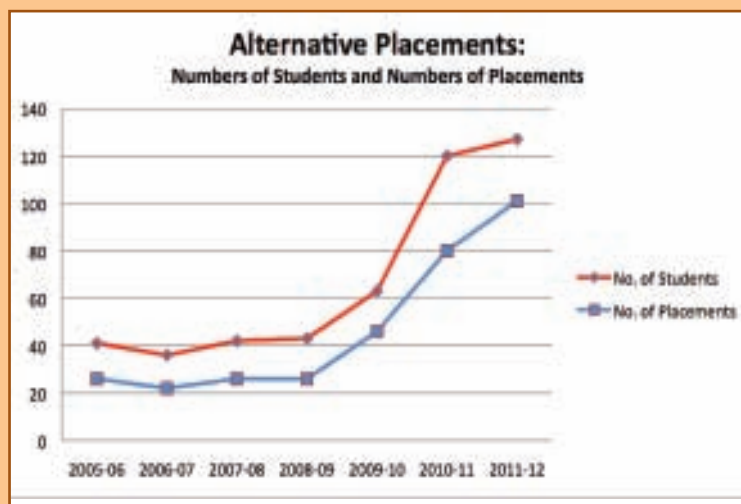
Professor Liz Wood

ENHANCING EMPLOYABILITY

In addition to providing high quality undergraduate and postgraduate programmes and the opportunity to have an international experience, the College has been proactively developing a strategic framework for enhancing employability. This strategy is made up of a number of strands involving: Alternative Placements which aim to prompt students to look at a wide range of employment options; Additionality which encourages students to go beyond the standard curriculum provision; and an Internship aimed at gaining a valuable postgraduate experience.

Alternative Placements

The College's 'Alternative Placement' programme continues to provide final year primary and post-primary BEd students with invaluable experience of how education is delivered outside of conventional classroom settings or in a different educational phase from their chosen one. In 2011-2012 some 127 students were placed in 86 host organizations. There has been a 231% increase in the number of organisations participating since the scheme was first piloted in 2005-06. The College now offers all BEd Primary and Post-primary students the opportunity to participate in Alternative Placements.



In 2011-12 the opportunity to spend two weeks in an Alternative Educational Placement was also provided for the PGCE students during the last two weeks of their PGCE programme. Choices of placement included Special Education settings, Key Stage 2 classes in primary schools, the BBC, 'Early Years: the Organisation for Young Children', hospital schools and museums. Three students also were selected to carry out their final two week placements in kindergarten settings in Norway – an experience that was enjoyed by all.

The programme aims to help students to: appreciate the transferability of the personal and professional skills they have already developed through their degree; develop new skills and broaden their knowledge base in different educational contexts; and realise the breadth of career opportunities available upon graduation with a teaching qualification.

A number of our students have succeeded in obtaining employment directly as a result of working in a particular organisation during their Alternative Placement fortnight. For example, Jessica Fry gained a position in the special school in Wicklow in which she was placed, Kurtis Reid taught for a year in Loughshore Educational Resource Centre and Sarah Kernohan is now an intern in Scripture Union, having been our first Alternative Placement student there.

Kirsty McKay was employed by Northern Ireland Water Service as an Education Officer after spending her placement there.

She said: *‘When I started Alternative Placement last January I didn’t think that it would lead to me getting a job with the same company. It has given me an appreciation of how transferable a teaching degree can be. It’s important to remember that there is a range of careers available to a graduate with a degree in education who is willing to use their skills in a different way.’*



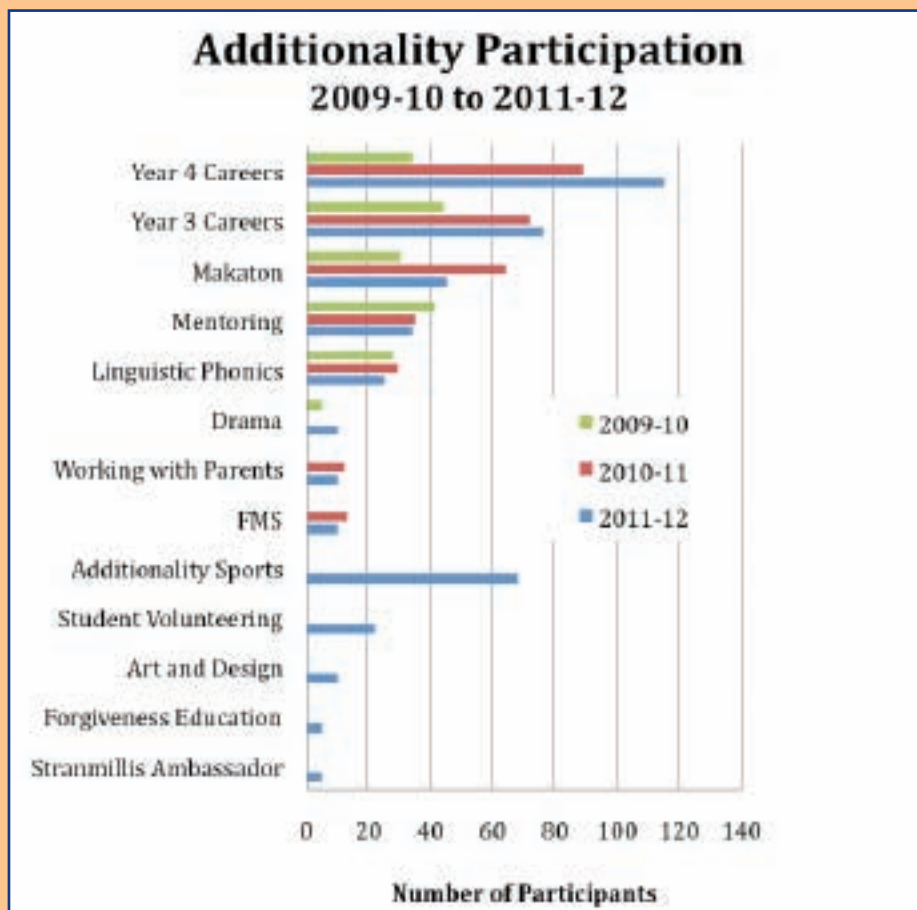
Kirsty McKay, NI Water Service Education Officer

ENHANCING EMPLOYABILITY (contd.)

Additionality

In 2011-12 the College continued to expand its 'Additionality/Degree Plus' strategy to enhance employability and transferable skills. A number of new courses in areas such as Volunteering in support of community based activities, for example homework clubs and sports developments, were added to the portfolio of existing programmes. Students were able to gain

recognition and reflect on the skills developed through this valuable aspect of their time in College. The ability to encapsulate their total learning experience in College and articulate the benefits of additional skills and qualifications ensures that Stranmillis graduates are well-placed when entering employment.





Interns Stephanie McIntyre and Emma McCauley

Internship Programme

In 2011-12 the College launched its innovative Internship Programme, which targets College students who have recently graduated and are preparing to enter the labour market. The programme aims to provide interns with meaningful practical experience through their involvement in projects which meet the business needs of the College and enhance their employability and skills.

The College was delighted with the impact that both interns, Stephanie McIntyre and Emma McCauley, made to their respective areas – Widening Participation and Sports Development – over the 2011-12 year. They not only helped raise the College's profile but their enthusiasm and dedication combined with the high quality skills they brought to their role enabled Stranmillis to instigate and develop a number of projects that could not have succeeded without them. Central to the internship programme is the professional

development of the graduate in relation to their employability and skills.

Reflecting on her experience Stephanie remarked that:

'The internship has been invaluable to my professional development as a Business Studies and Learning for Life and Work teacher. It has given me real credibility and the opportunity to find out what is going on in Northern Ireland's education system, through working on projects like the Males into Teaching website and getting involved in outreach work'.

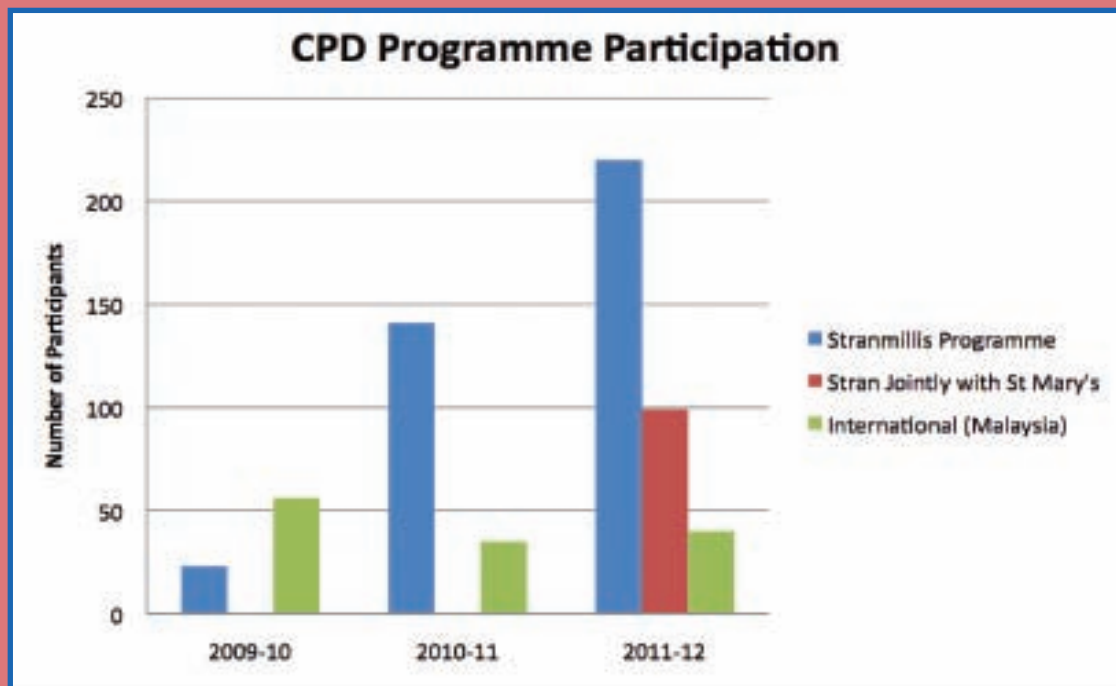
Emma added:

'During my time as an intern I have been able to gain experience working with a wide variety of groups and organisations.....This internship has been an excellent opportunity for me in the area in which I aim to pursue my career; it has allowed me to improve my self-confidence, communication skills and organisational skills'.

CONTINUOUS PROFESSIONAL DEVELOPMENT

Meeting the needs of teaching and related professions is central to the College's mission. Continuing Professional Development (CPD) refers to structured career development leading to skills enhancement and innovative practice. The programme is shaped by the College's scholarship and dialogue with key stakeholders.

The College can demonstrate, as shown below, a significant increase in the level of CPD activity. This has been achieved not only by providing selective courses in response to stakeholder needs but through joint working with St Mary's University College and engagement with international partners.





The College's CPD Programme

In 2011-12 Stranmillis University College continued to expand its range of innovative professional development courses. These courses have been designed to meet the needs of practising professionals but are also open to College undergraduate students. The demand for such courses among educational professionals, from nursery and primary to post-primary and beyond, is particularly encouraging and a number of new courses have been developed to respond to this need.



CONTINUOUS PROFESSIONAL DEVELOPMENT (contd.)

International CPD

The now well-established partnership with Tenby Schools in Malaysia continued to flourish in 2011-12. In addition to the student placement experience, a range of Continuing Professional Development (CPD) activity was offered for Malaysian teachers and delivered by three Stranmillis staff. Programmes included the online, distance learning Certificate in Teaching Studies, and the Certificate in Literacy and the Certificate in Mathematics, delivered locally in Malaysian schools in June.

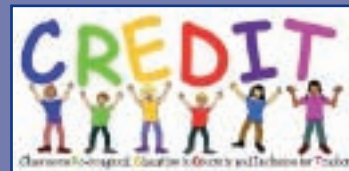
Dr George Beale (below), Dr Denise Mitchell (facing, top) and Dr Pamela Moffett (facing, bottom) working in Malaysia





SHARED CPD

Stranmillis University College made a major breakthrough in 2011-12 by working jointly with St Mary's University College to secure funding to develop two major professional development projects – CREDIT, funded by the International Fund for Ireland – and the SEN Literacy Project, funded by the Department of Education.



Dr Anne Heaslett, Professor Peter Finn, Mr Mervyn Storey, Mr John Carson and Dr Trisha Eaton

CREDIT Project

The official launch of the CREDIT Project – a joint project between Stranmillis and St Mary's - took place on Wednesday 25 April 2012 in Stranmillis University College. CREDIT (Classrooms Re-imagined: Education in Diversity and Inclusion for Teachers) received funding from the International Fund for Ireland (IFI) to provide professional development courses to help teachers develop skills and confidence in dealing with issues of division, diversity and community cohesion.

The project is about the commitment to developing lifelong learning and community engagement through partnership. CREDIT contributes positively

to the larger societal project of building reconciliation. The support by IFI is an acknowledgement of the ground breaking work of the CREDIT project in developing teachers who will lead on community relations and community cohesion, impacting on schools and the wider community.

Mr Mervyn Storey, Chairman of the Northern Ireland Assembly Education Committee, commended the project for its work in promoting an understanding of a shared future which respects diversity and ethos for the benefit of children and Northern Ireland in general.

SEN Literacy Project

Stranmillis University College and St Mary's University College have embarked on one of the largest professional development projects to be undertaken in Northern Ireland. The Department of Education has provided £3.4million of funding to support a new initiative that will boost literacy in primary school-age pupils, particularly those with Special Education Needs (SEN).

Over the next three years the Colleges will be delivering to teachers in local primary schools professional development that is focussed on literacy skills. The new programme will seek to reduce significantly the number of children referred for psychological assessment of literacy difficulties

The project, which is aligned to the Department's strategy to improve outcomes in literacy and numeracy, will, in the words of Education Minister John O'Dowd, 'be one important step toward creating a truly world class education system here.'

The genesis of the project owes much to the scholarship of Stranmillis lecturer Dr Sharon McMurray, who has been conducting and publishing research in the field of literacy difficulties for a number of years. Dr McMurray will manage the Joint Project Team from Stranmillis and St Mary's University Colleges which will be responsible for the implementation of the project.



Professor Peter Finn and Dr Anne Heaslett sign the 'Memorandum of Understanding' for the SEN Literacy Project

WIDENING PARTICIPATION THROUGH COMMUNITY ENGAGEMENT

The College has continued proactively to promote its commitment to Widening Participation (WP) through Community Engagement and its Lifelong Learning programme.

During 2011-12 the University College continued to make excellent progress in relation to its Strategic Aim to: '*... support and inspire students from the widest possible range of educational, social and cultural backgrounds*'.

As part of its Widening Participation (WP) strategy, during 2011-12 we undertook a variety of briefing seminars/ workshops/ mock interviews in numerous post-primary schools and Further Education Colleges. Various external careers fairs/presentations have targeted, for example, mature students and males interested in teaching. In relation to our 'Males into Teaching' project

during 2011-12 we received funding from the GTCNI to rebuild a new dedicated 'Males in Teaching' website for launch in early 2013. All of this activity has led to healthy recruitment figures for traditionally under-represented groups within the College and demonstrates that Stranmillis is open to all students who exhibit the necessary skills and qualities to benefit from a Stranmillis course.

In addition to our outreach activity associated directly with student recruitment, during 2012-13 we made considerable progress in further rolling out our innovative community engagement programme. A lot was achieved in 2011-12, too much to document in this report. Below are some of the highlights that give a flavour of the work undertaken in the area of WP during 2011-12.



The 'Males in Teaching' web site

Dedicated insights for the Further Education (FE) Sector

During 2011-12 Stranmillis aimed to increase its profile within the Further Education (FE) sector as past experience suggested that students who attend FE can perceive it as too difficult to gain a place at Stranmillis or they simply don't know what the College offers. Direct targeting of the FE sector aims to show that Stranmillis is a realistic and achievable Higher Education option for those progressing from FE. Beyond Stranmillis staff attendance at careers events and dedicated presentations, additional insights were provided by Stranmillis Student Ambassadors who are able to speak directly to potential new students and explain to them what it is really like to study at Stranmillis. Our engagement with the FE sector was summed up by Shirley Moore, SERC Careers Officer, who remarked: *'We very much appreciated Stranmillis students giving up their time to support us. Feedback from our students was very positive'*.



Graduate Intern



Student Support Intern Stephanie McIntyre with students from the Downpatrick Campus interested in the Stranmillis ECS degree.

To develop and grow our outreach provision, during 2011-12 we appointed a Graduate Intern for Student Support and Widening Participation. This appointment proved to be invaluable as it enabled us to extend the range and scope of our Widening Participation outreach, with the Intern providing the link between the student body and the College staff. In 2011-12 the Intern was instrumental in developing and sustaining our outreach activity and the experience that she gained proved to be highly beneficial in her securing a teaching position at the end of the academic year.

WIDENING PARTICIPATION THROUGH COMMUNITY ENGAGEMENT (contd.)

The Stranmillis GCSE Mathematics Revision School

Easter 2012 saw GCSE students from 11 schools attend our annual 2-day GCSE Mathematics Revision School. This year it was held on two Saturdays in April and May. The sessions were led by former Stranmillis student Angela Coates and were ably supported by some of our BEd main subject Maths students who gave the pupils individual and small group tuition. The course was aimed specifically at GCSE Foundation level students, chosen by their teachers to attend because they have the potential to perform well in a post-16 course which might gain them access to university. The schools were selected to participate from those who willingly support Stranmillis Post-primary students during placement. Thanks to the hard work and enthusiasm of those helping

there was some great feedback:

'It was really good-I learned new things'; 'I loved coming here to learn more and it has rebooted my memory with things that I knew but forgot- it made me more confident and thanks to my maths teacher for recommending it to me'; 'Very helpful-good teaching- learnt a lot - I am now looking forward to the exams- I am now a maths wiz!' and last but by no means least : '...very helpful, good tips, good teachers but there should be more girls!'

In 2011-12 an additional 1-day GCSE Maths Revision course for students living in the Sandy Row area was fully organised by our graduate intern and was held during the Easter Break.



GCSE students at the Easter Maths Revision School

‘Exploring Together’ - A Mini-University Day

In May 2012 Year 9 pupils from Movilla High School and St Columbanus’ College spent a day in the University College campus at an event that was designed and led by the College for the South Eastern Education and Library Board and sponsored by the International Fund for Ireland. The event enabled the pupils to become ‘students’ for the day. They had a choice of studying one of seven degree master classes; some examples included ‘Bend it Like Beckham’ (sport), ‘Fizz Bang Wallop’ (STEM), and ‘Stranmillis Apprentice’ (Business and Enterprise). The young people attended classes, worked in groups and created presentations, which they delivered at the end of

the day, before participating in a ‘graduation ceremony’, presided over by Audrey Curry, the College’s Assistant Vice-Principal. The master classes were facilitated by ‘Stranmillis Volunteers’, who devised activities that not only added to the pupils’ knowledge, but also fostered problem solving and team working skills. The young people built friendships with pupils from other schools and developed an awareness of the importance of groups and communities working together. Crucially they also got an insight into what it is like to spend some time experiencing a University setting.



Pupils from Movilla HS and St Columbanus College at the ‘Mini University Day’

WIDENING PARTICIPATION THROUGH COMMUNITY ENGAGEMENT (contd.)

Increasing Educational Aspirations through Community Engagement

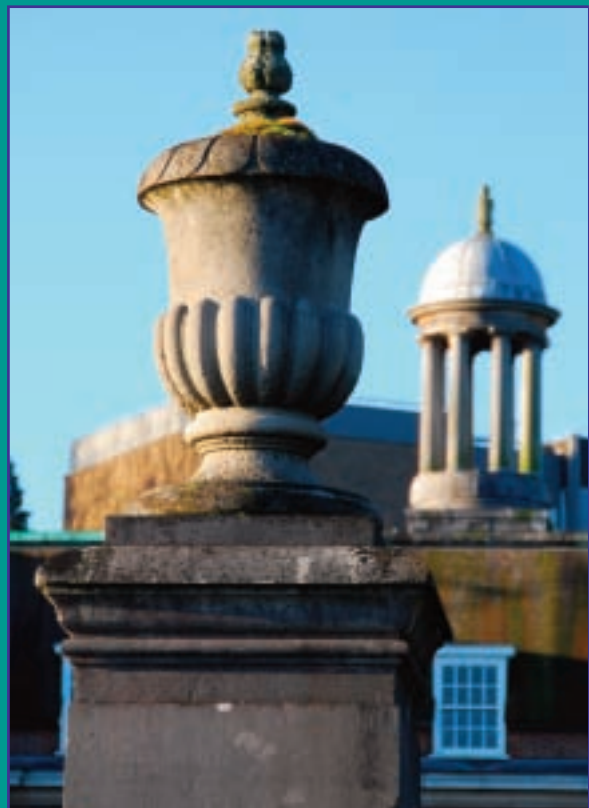


Brian Simpson & Andrew Nicholl delivering their presentation on the New Mossley Homework Club

While we continue to be creative and proactive in our established Access Agreement projects associated with student recruitment, during 2011-12 we extended and enhanced our direct involvement with community based initiatives to raise educational aspirations. Community engagement is now firmly established with the South Belfast Sandy Row community and typically involves BEd students acting as homework club mentors for Primary and Post-primary pupils.

During 2011-12 the Sandy Row primary homework club continued to thrive, with approximately 30 Stranmillis students regularly supporting and assisting pupils with their school work in a community environment. We now offer our students a *Student Volunteering and Community Tuition Certificate* which recognises the contribution that some Stranmillis students make to the wider community through their voluntary roles. It aims to improve the volunteering process by providing host organisations with a steady flow

of focused volunteers. In return the volunteers get formalised support from the organisations where they volunteer and from the College. Carol Fitzsimons, CEO of Young Enterprise NI said, *'We are delighted to be involved with Stranmillis and we have really benefitted from the engagement of students to date. We look forward to continuing to develop this relationship more closely with you'*. While many students have volunteered for the community engagement programmes set up by the college, others have taken the extra step and developed their own initiatives linked to the certificate programme.



Stranmillis Students Identifying and Instigating Community Partnerships

Sandy Row Reach Project - Stranmillis Business and Enterprise students Eryn Purdy, Gemma Smyth, Niamh McDaid and Joanne Bradley volunteered for the 'Reach' project in Sandy Row, mentoring a group of young adult school leavers who have few or no GCSEs. Reach aims to equip the young people with valuable qualifications that will enhance their opportunities for future employment. During the mentoring process the Stranmillis students linked with Young Enterprise to assist the young adults to develop a mini business promoting the Sandy Row community by producing calendars of historical murals and other local landmarks. Not only did they run a successful mini-enterprise, they also picked up a number of external awards for their endeavour.



Stran students and young adults in the 'Reach' project



At the New Mossley Homework Club

New Mossley Homework Club was started by three Stranmillis students: Brian Simpson, Andrew Nicholl and Lindsay Kelly. It is run in conjunction with a local church and the club is a free of charge service for those pupils seeking help and assistance with school work in an informal way. The pupils enjoy working with the Stranmillis students as they can relate to them as role models (coming from the same locality) and benefit greatly from the one-to-one tuition on offer.

WIDENING PARTICIPATION THROUGH COMMUNITY ENGAGEMENT (contd.)

The Benefits of Student Volunteering

Stranmillis students giving up their time to volunteer in communities, either alone or alongside existing community workers, or in setting up new ventures, is a 'win-win' for all involved and crucially is beginning to make a difference. Talking about the Sandy Row homework club and our revision sessions, the vice-principal of one post-primary school remarked:

'This support was invaluable for our students. It was an added dimension to their studies and it

gave them the freedom to choose to access this support if they wanted without having to or being told to do so by their teachers. Of the students who attended this centre and especially for those who attended the intense revision sessions for maths over the Easter holidays and on the subsequent Saturdays, all increased their maths attainment at GCSE; in fact one pupil who has learning difficulties achieved a grade C - a phenomenal success. The programme supported the work done by the staff in school and complemented each other'.

We Even Involve Our International Students!

During 2011-12 we received a letter from the Sandy Row primary homework club praising the sterling efforts of one of the Erasmus students from Poland. This student volunteered in Sandy Row for the duration of the time she was in Northern Ireland and it was evident from the letter that this was an excellent experience for her and

the pupils involved. In 2011-12 we also had international student participation in campus-based Widening Participation events. One such time was in June when a group of 10 students from Lowell Community College in Massachusetts spent their overseas work experience in the Sandy Row area.



Students from Lowell, USA in Sandy Row

The visit was part of a link-up involving the University College and Blythefield PS. During their time in Northern Ireland the US students were shown around the Sandy Row area and visited Blythefield school. This was followed up by a full day on campus when all the pupils were engaged in outdoor activities, special art and design and sports programmes with an American flavour, all led by the US students. On reflection this had a big impact on all involved.



Lowell students and Blythefield pupils get stuck into some US-themed art and sporting activities



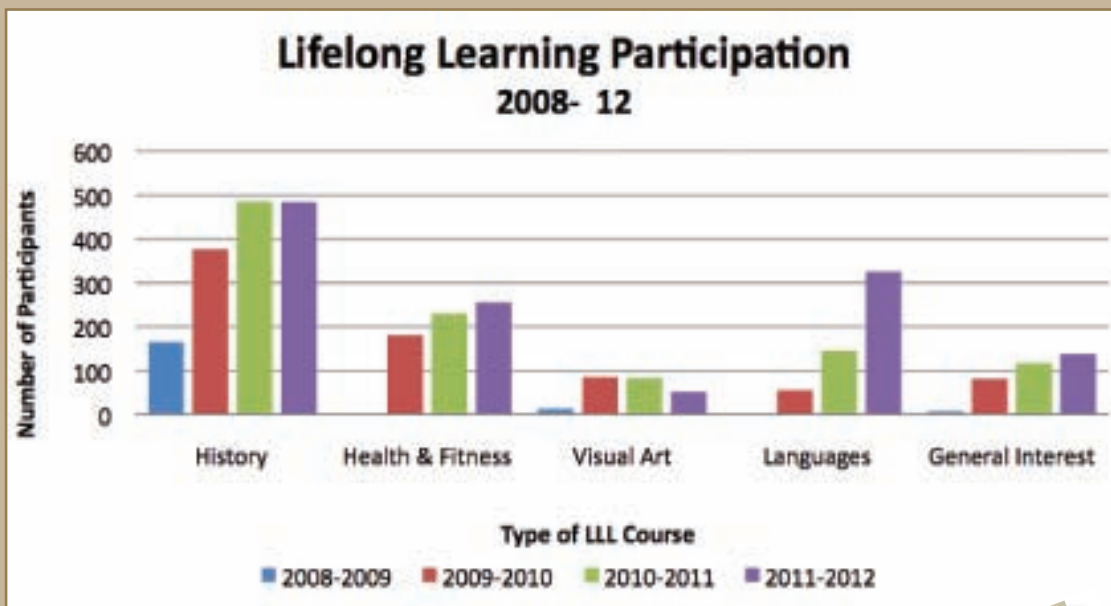
Looking to the Future

A new regional strategy for Widening Participation has been published in Northern Ireland. The activity and direction taken by the University College during 2011-12 has demonstrated that we are fully within the spirit and letter of this strategy. We have begun to see real, tangible benefits with

our WP policy both with regard to our traditional recruitment and support elements and the hugely important community engagement aspect. We are keen to extend our community engagement and will seek and welcome support from partners to develop it further.

WIDENING PARTICIPATION THROUGH LIFELONG LEARNING

During the year the College streamlined its range of extra-mural courses in response to the growing demand for courses in history, languages and health and fitness. This growth represents a spin-off from academic areas covered in the undergraduate curriculum and Additionality/Degree Plus programmes.



November 2011 saw the launch of a book of short stories by Lifelong Learning student and retired civil servant, Davy Moore whose interest in writing was sparked when he took a Creative Writing course at Stranmillis.

In a unique contribution to the marking of the 'Decade of Centenaries' on the island, the College was the setting during the year for a landmark series of public lectures on the theme, 'Remembering the Future' in conjunction with the Community Relations Council and Heritage Lottery Fund.



A series of free lunchtime tours and seminars on everything from 'Winston Churchill's 1912 Belfast Visit' to 'The Bird Life of Stranmillis' in the Spring attracted large numbers of the public and generated much media interest in our Lifelong Learning programme.

In June 2012 the College marked another successful year with a celebration of its expanding Lifelong Learning Programme. Over 200 guests were welcomed by the Principal, Dr Anne Heaslett and Head of Lifelong Learning, Dr Éamon Phoenix. The highlight of the evening was the launch of BBC Radio Ulster's new series, Hidden History, based on the College's highly successful series of historical walking tours. Guest speaker was Ms Laura Spence, a BBC Producer who spoke of the public appeal of history programmes in Northern Ireland.



**Davy Moore and Michael McCurley
at the launch of 'The Lion's Mouth'**



At the Lifelong Learning celebration event



At the Lifelong Learning celebration event

INTERNATIONAL DEVELOPMENT

Each year the University College continues to bring the global dimension to its teacher education and other programmes by sending a large proportion of the student population for a period of one semester to international partners in addition to hosting around fifty reciprocal students on an annual basis.

International Outreach – Staff Mobility

In terms of staff mobility, the Erasmus programme provides opportunities for staff to visit partner universities in Europe and we would normally receive visits from approximately five European academics per year. In 2011-12, four members of staff undertook staff mobility visits to Denmark, Sweden, Norway and Malta. Two members of staff also visited the University of León in Spain in February to deliver an international module to Spanish students.

Visiting lecturers came to Stranmillis in large numbers in 2011-12! In September 2011 an Erasmus Symposium was held in the University College, attended by some sixteen lecturers from various partner institutions across Europe. The aim of this Symposium was to discuss and plan proposals for two new collaborative projects, in

Outdoor Education and Physical Education, to be taken forward in the next academic year.

In May a contingent of fifteen lecturing and support staff from the University of Umeo in Sweden visited to discuss student support issues, in April we hosted three senior members of staff, including the Dean and Vice-Dean of the Faculty of Education from the University of León in Spain and in June two lecturers from VIA University College in Denmark undertook a week-long Erasmus staff mobility visit to Stranmillis. We also hosted visitors from Flensburg University in Germany and Kocaeli University in Turkey. In all cases programmes were planned and delivered by the International Development team. It is very encouraging to see so many partners wishing to visit the University College to share in academic planning and debate.



Staff from the University of Umeo, Sweden



Staff at the International 'Symposium'

International Day

This year, for the first time, the University College held an International Day in November in order to showcase its many international activities and to encourage students to participate in student mobility programmes. The guest speakers were Dr Birte Simonsen, from the University of Agder in Norway, who spoke passionately about the many benefits of studying abroad and Karen McCormack from the British Council who outlined the Study

USA (SUSA) and Language Assistants programmes available to students through the British Council. There were also some very lively inputs from Stranmillis students and staff! The event was attended by around 200 Year 1 and Year 2 students from the BEd, BSc(HLS) and BA(ECS) programmes and concluded with a sandwich lunch for all. Due to the success of the event, it is hoped to organise another for 2012-13.

INTERNATIONAL DEVELOPMENT (contd.)

International Outreach – Student Mobility

During 2011-12, the International Outreach programmes continued to flourish, using ERASMUS to send twenty-six students to a wide variety of destinations in Europe, whilst, through the International programme, fourteen BEd students had the opportunity to visit the United States, Hong Kong, The People's Republic of China, Uganda, Zambia or South Africa. Forty Erasmus and seven international students had reciprocal visits to Stranmillis. In addition, funding provided by our Malaysian partner, Tenby Schools, allowed four BEd students to undertake a four-week school-based placement in Malaysia. Begun under the British Council's PMI scheme in 2009 when we received funding for a two-year period only, we are very grateful to Tenby Schools for financing a third year of this venture.

Continuing our new endeavour begun in 2010-11, three PGCE Early Years students travelled to Norway in June to undertake their final two-week placement. A further Year 3 BEd student spent three weeks in The Doane Stuart School, New York State, whilst four students (along with five students from St Mary's) had the opportunity to visit the David Yellinn College of Education in Jerusalem at Easter, through the University College's DMU programme. In reciprocation, ten Israeli students visited Stranmillis to undertake an academic and cultural programme.

Online blogs produced by all students undertaking Erasmus, International or Malaysian placements may be accessed within the International Development section of the University College website.



Students in China



In Denmark



In Finland



In Hong Kong



In Malaysia



In Netherlands



In Sweden



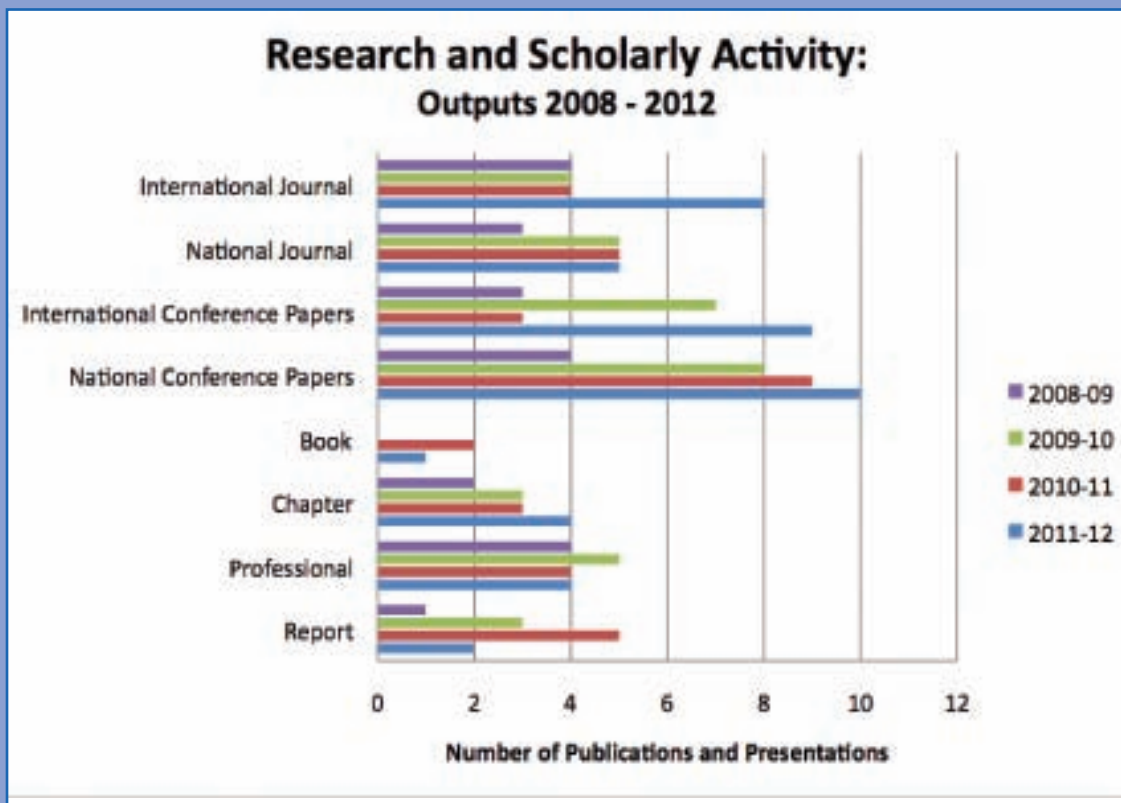
In Uganda



In Zambia

EXCELLENCE IN RESEARCH/SCHOLARSHIP

Building on its successful return in the 2008 Research Assessment Exercise (RAE) the College continued to expand its research and scholarship outputs as it prepares for the 2014 Research Excellence Framework exercise. In 2011-12 it saw a doubling of the number of publications in international journals, with publications in every field, from Early Years, Health and Leisure, and Teacher Education and a tripling of the number of presentations made at International Conferences, with destinations including Verona, Italy, Geneva, Switzerland and Berlin, Germany, as well as the UK and Ireland. There was a slight increase in the number of publications in national journals and professional periodicals.



Research and Scholarly Activity Outputs 2008-2012

The 2011-12 academic year saw the publication of a significant book in the field of Early Childhood Studies by Stranmillis academic Dr Colette Gray - *Learning Theories in Childhood*, (Sage, 2012) co-authored with Dr Sean MacBlain.

The contribution to scholarship included:

Book Chapters

3 book chapters by Norman Richardson:

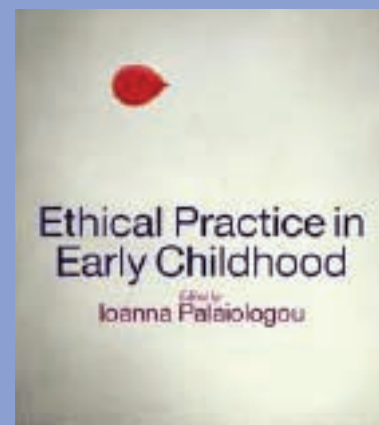
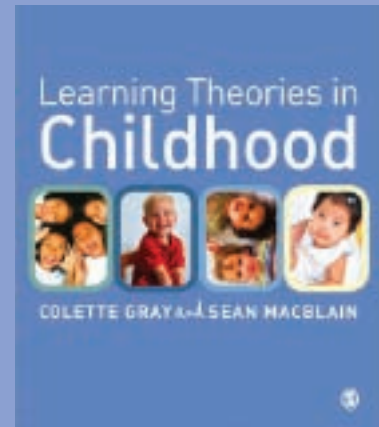
- 'Media and Religious Conflict in Northern Ireland: An Educational Perspective'. In Pirner, M., Lähnemann, J. & Haußmann, W. (eds) (2011) *Medien-Macht und Religionen: Herausforderung für interkulturelle Bildung*, Berlin: EB-Verlag.
- 'Religion, Human Rights Law, and 'Opting Out' of Religious Education'. In Mawhinney, A., Niens, U., Richardson, N., Chiba, Y. (2012) *Religion and Change in Modern Britain*. Woodhead, L & Catto, R. (Eds.) London: Routledge.
- 'Religious education and Religious Liberty': Opt-outs and Young People's Sense of Belonging in Law'. In Henin-Hunter, M (Ed.) (2011) *Religious Freedoms and Education in Europe*. London: Ashgate.

1 book chapter by Colette Gray

- 'Ethical Research with Children and Vulnerable Groups'. In Palaiologou, I. (Ed) (2012) *Ethical Practice in Early Childhood*, London: Sage

1 book chapter by Bronagh McKee

- 'Safeguarding Young Children; in I. Palaiologou (ed) (2012) *Ethical Practice in Early Childhood*, London: Sage



EXCELLENCE IN RESEARCH/SCHOLARSHIP (contd.)

Academic Journal Publications



Teacher Education

- Bell, I. and Gibson, K. (2011) 'When Technology and Design Education is inhibited by Mathematics'. *Design and Technology Education: An International Journal*. 16:3
- Gibson, K. and Purdy, N. (2012, in press) 'Reflect-Select-Defend: a model for student teacher reflection', *Critical and Reflective Practice in Education*.
- levers, M., Wylie, K., Gray, C., Ní Áingléisa, B., and Cummins, B. (2012) 'The role of the university tutor in school-based work in primary schools in Northern Ireland and the Republic of Ireland', *European Journal of Teacher Education*
- MacBlain, S. and Purdy, N. (2011) 'Confidence or confusion: how well are today's NQTs in England prepared to meet the additional needs of children in schools?', *Journal of Teacher Development*, 15:3
- Purdy, N. and Ferguson, J. (2012, in press) 'Newcomer pupils: facing up to the cultural and linguistic challenges', *Critical and Reflective Practice in Education*.
- Wylie, K. and Cummins, B. (2012) 'Can student teachers acquire core skills for teaching from part-time employment?', *British Educational Research Journal*

Early Childhood & Early Years Education

- Gray, C. and Winter, E. (2011). 'Hearing voices: participatory research with preschool children with and without disabilities'. *European Early Childhood Education Research Journal* 19: 3
- Gray, Colette 'Visual impairment: the educational experiences of young people in Northern Ireland.' In 'Children and young people with sensory impairment.' Special edition: *Educational & Child Psychology*, 27: 2
- McGettigan, I. L. and Gray, C. (2012) 'Perspectives on school readiness in rural Ireland: the experiences of parents and children'. *International Journal of Early Years Education*. 20: 1
- McKee, B. and Dillenburger, K., (2012) 'Effectiveness of child protection training for pre-service early childhood educators', *International Journal of Educational Research*, 52: 1
- Walsh, G., Sproule, L., McGuinness, C. & Trew, K. (2011) 'Playful structure: a novel image of early years pedagogy for primary school classrooms'. *Early Years: an International Journal of Research and Development*, 31: 2

Health and Leisure

- Breslin G., Delaney B.J., Dempster M., McKee D.P., Murphy, M. (2012). 'The effect of teachers trained in a fundamental movement skills programme on children's self-perceptions and motor competence'. *European Physical Education Review*, 18: 1
- McKee D.P., Murtagh E. M., Boreham C.A.G, Nevill, A.M., Murphy M.H. (2012) 'Seasonal and annual variation in young children's physical activity', *Medicine and Science in Sports and Exercise*, 44: 7

Professional & Non-Peer Reviewed Publications

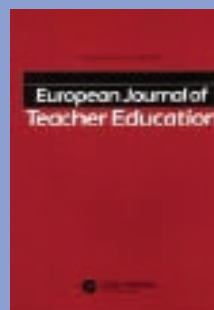
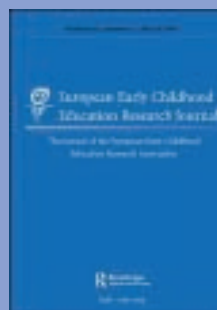
The four were as follows:

- Ford, A. and Purdy, N. (2011) 'It's all in the clip: Using video to model tasks and prepare students with autism spectrum disorders', Special
- Moffett, P. (2011). Mathematics in bloom. *Early Years Educator*
- Moffett, P. (2011). Mathematical modelling: A case study. *Proceedings of the Fourth National Conference on Research in Mathematics Education*, Drumcondra, Dublin: St Patrick's College
- Corcoran, D. & Moffett, P. (2011, November). Fractions in context: The use of ratio tables to develop understanding of fractions in two different school systems. In C. Smith (Ed.), *Proceedings of the British Society for Research into Learning Mathematics*, 31 (3), Oxford, England.

Professional Reports

Two professional reports were launched:

- Cummins, B (2011) EntreBRAINeur 2: *Taking it Further*. DEL, November 2011.
- McKee, B (2011) Domestic Abuse: *Using Arts-Based Education to Help Student Teachers Learn About the Context and Impact on Children*. SCoTENS, December 2011.



EXCELLENCE IN RESEARCH/SCHOLARSHIP (contd.)

Conference Presentations & Keynote Addresses

The 19 conference presentations, included:

Teacher Education

- Bell, I., Mullan, J., (2012) 'Using an online learning community within Essential Skills tutor training to develop criticality of thought.' 3rd Teacher Education Advancement Network (TEAN) conference, 'Creating Effective Teachers', at Aston University May 2012
- Greenwood, R. (2012), 'Teacher Attitudes to the revised Northern Ireland Primary Curriculum: Presentation to the Charney Manor Primary Geography Conference, Oxfordshire, February 2012
- Purdy, N. and Smyth, E. (2011) 'Grief in the Classroom', Presentation to Cruse Bereavement Conference, Dunadry Hotel, Templepatrick, 29 September 2011.
- Purdy, N. & Mc Guckin, C. (2011) 'Disablist Bullying: challenges and opportunities', Presentation at Trinity College, Dublin Research Seminar, 24 November 2011.
- Purdy, N. (2011) 'Supporting SEN in Initial Teacher Education', Presentation to SCoTENS Annual Conference, Radisson Blu Farnham Estate, Cavan 30 September 2011
- Purdy, N., Mc Guckin, C. & Carr-Fanning, K. (2012) 'Disablist Bullying and Initial Teacher Education: a critical examination of knowledge, experience, confidence and attitudes.', Presentation to 8th British Association for the Study and Prevention of Child Abuse and Neglect (BASPCAN) International Congress, Queen's University Belfast, 15th – 18th April 2012.
- Purdy, N. and Mc Guckin, C. (2012) 'Disablist Bullying: an investigation of student teachers' knowledge and confidence'. Presentation to Inclusion in Education and Society (IES) Conference *Examining Theory and Practice in Inclusive Education*, Trinity College, Dublin 25th April 2012.
- Purdy, N. and MacBlain, S. (2012) 'Every Beginning Teacher Matters: An investigation of the challenges facing beginning teachers in Belfast schools', Presentation given at the Annual Conference of the British Psychological Society Northern Ireland Branch, Killadeas, 11-13th May, 2012.

Early Childhood & Early Years Education

- Gray, C. (2011) 'Reaching Marginalised Groups: The Case for Young People with Disabilities .' Presentation at Verona University. 19 September 2011.
- Gray, C., Walsh, G., McMillan, D., Hanna, K; McCracken, O. & Carville, S. (2011) 'Flying in the face of evidence? Early Years Provision in the Republic of Ireland.' EECERA Conference: Geneva. 16th-18th September 2011
- McKee, B.E. and Holt, S. (2012 April) 'Prevention through Education - Arts-based education, domestic violence and students teachers' presentation at BASPCAN Congress, QUB, Belfast.
- McKee, B.E. and Devaney, J. (2012 April) 'From Shared Learning to Inter-Professional Education (IPE) between Early Childhood and Social Work Students' presentation at BASPCAN Congress, QUB, Belfast.
- McMillan D.J. (2011) 'Changing Mindsets: the benefits of implementing a professional development model in early childhood settings in Ireland.' EECERA Conference: Geneva. 16th-18th September 2011
- McMillan D.J. (2011) 'Early Years Professional Development in Ireland: designing a professional model.' IPDA Conference: Birmingham. 25 November 2011
- O'Sullivan, H., McConnell, B. and McMillan, D.J. (2011) 'Factors that facilitate and impede teachers' implementation of professional development learning in their practice: implications for school leaders.' Paper presented at ECER Conference in Freie Universität, Berlin, 12th – 16th September 2011.
- McGuinness, C., Sproule, L. and Walsh, G. (2011) 'The Early Years Enriched Curriculum in Primary Schools: Findings and lessons for the future', Belfast: CCEA, October
- Sproule, L., Walsh, G., and McGuinness, C. (2011) 'The Early Years Enriched Curriculum in Primary Schools: Key messages for practice.' Belfast: CCEA, October
- Walsh, G. (2011) 'The Role of the Reflective Practitioner in Early Childhood Care and Education', Invited Master Class, Roscommon, October.
- Walsh, G. (2011) 'Playful Structure': the Essence of Quality Early Childhood Pedagogy in Northern Ireland Primary Schools, EECERA conference, Geneva, 16th-18th September 2011.

EXCELLENCE IN RESEARCH/SCHOLARSHIP (contd.)

Key Events

A packed lunchtime seminar programme showcasing the diversity and strength of research and scholarly activity in the College, including:

- Dr Eamon Phoenix on 'Remembering the Future: A Decade of Ethical Remembering in a Divided Society'
- Dr Dorothy McMillan and Dr Barbara McConnell on 'Learning to Order? The Dilemma of Teacher Professional Development'
- Dr Richard Greenwood on 'Teacher opinions about the revised Northern Ireland Primary Curriculum: a focus on 'The World Around Us'.
- Mr Norman Richardson on 'Community Cohesion in Northern Ireland – a role for Religious Education?'

Keynote Addresses

- Dr Noel Purdy, Head of Education Studies, was invited to lead professional development on Gifted and Talented provision in schools' at the Third International Education Symposium, held in Abu Dhabi and Dubai, United Arab Emirates, on 28th – 29th October 2011
- Dr George Beale delivered the keynote address, 'Teaching for Lifelong Learning' at the Tenby Schools Annual Conference held in Ipoh, Malaysia on 15 June 2012
- Dr Colette Gray delivered a keynote address, 'Reaching marginalised groups: autism in the travelling community' at Special Needs: Boundaries & Challenges. St John & St Mark University College, Plymouth, 28th October 2011

Funding Awards

2 SCoTENS applications awarded to Dr Colette Gray and Dr Noel Purdy for cross-border teacher education research, within a more competitive economic environment than previous years

Dr Glenda Walsh and Dr Barbara McConnell awarded funding from Early Childhood Ireland/Early Years for evaluation of All Ireland Centre of Excellence Programme

Dr Michael levers invited to join the OFDFM-funded iLIAD project led by the School of Education at Queen's University Belfast, investigating the factors behind differential educational achievement in areas of deprivation

Stranmillis takes ownership of the AstraZeneca Science Teaching Trust's SCITE project, led by Dr John McCullagh, piloting a model of science coteaching in teacher education



STAFF ACHIEVEMENTS

- Dr Noel Purdy was invited to become a member of the steering committee of SCoTENS (Standing Conference on Teacher Education North and South)
- Mr Brian Delaney, Senior Lecturer in Health and Leisure Studies was been appointed to the Board of Sport Northern Ireland (Sport NI) by the Minister for Culture, Arts and Leisure.
- Dr Colette Gray recently was appointed journal Editor of The International Journal of Early Years Education. Stranmillis University College will host the Journal from 2011.
- Dr Richard Greenwood was awarded a PhD (Education) from Queen's University. Dr Greenwood's thesis was entitled: "Cross-curricularity and the implementation of the revised Northern Ireland Primary Curriculum- a focus on 'World Around Us'



Brian Delaney



Dr Colette Gray

STUDENT EXPERIENCE & ACHIEVEMENTS

The 2011-2012 year was an incredibly successful year for both students and the Students' Union alike. In the course of the year the Students' Union decided to re-affiliate with NUS-USI, the umbrella organisation for students' unions in Northern Ireland. This decision will help to develop the Union's leadership capacity and strengthen its role as the student voice in the College.

After a busy summer of planning and preparation the Students' Union played a leading part in delivering a very successful Welcome and Orientation programme. The student body also played an important role in welcoming the Erasmus and other international students who come to study at the College each year.

However, it was through their charitable work that the students really excelled in 2011-12. Under the leadership of Emma Smyth, the Student Welfare Secretary, Stranmillis students broke all records in fundraising by collecting over £12,000 for the Northern Ireland Children's Hospice. The fund raising activities included a sponsored sky dive. The tireless efforts of Emma were acknowledged by the Students' Union who awarded her with an 'Outstanding Achievement Award', which was presented on Open Day.



Emma Smyth receives her Outstanding Achievement Award from SU President Jonny Harper



One of the intrepid student skydivers



Cheque presentation to the NI Hospice



Students doing a 'lipdub' during Freshers' Week

Clubs and Societies had one of their most successful years to date. The recently formed volleyball team, the 'StranCats', entered into intervarsity competition. Despite being up against much more experienced and technically stronger teams the StranCats produced consecutive displays of resilience and brilliance putting themselves in an overall position of 8th place. In the All-Ireland CUSAI League the StranCats made it to finals day and narrowly missed out on victory in the final. After having successfully overcome Trinity College Dublin the Cats went down narrowly to local arch-rivals Queen's in the final. A brilliant year was capped when team captain Jeff Scott was selected to represent Northern Ireland at the European Championships in May.

It was also a successful year for our rugby and hockey teams. The Kings' Scholars rugby team made it to the semi-finals of the All-Ireland CUSAI competition but, due to scheduling issues were unable to fulfil their fixture, thus forfeiting a possible place in the final. In hockey, the men's team travelled to Antrim in May to compete in the annual Sixes competition and finished third in the Senior Men's event, a competition open to all the Senior Clubs in Ulster. It was also a successful year for individuals in hockey, with Mark Crooks, Scott Forbes and Natalie Barr all selected to represent Ulster at Under 21 level; in addition, former Health and Leisure Studies student Timothy Smyth was awarded his first senior Irish cap.

The Stranmillis Pantomime has become something of an institution. 'Beauty and the Beast' was the selected production and under the leadership of producer Adam McCreedy and directors Lynsey Brown and Suzanne Smyth our students played to a sold out Drama Theatre on 11 occasions.

The Music Society also held successful events at Christmas and in May and continue to contribute both culturally and artistically to the wider community.



Jeff Scott



A Music Society recital



'Music For a May Evening'

GRADUATION DAYS, JULY 2012





APPENDIX 1: FINANCIAL INFORMATION 2011-12

The extracts from the College's audited accounts for the twelve-month period 1st August 2011 to 31st July 2012 which follow indicate that it successfully operated within the block grant allocated to it by the Department for Employment and Learning. Income was also derived in part from its various income-generating activities associated with the hire of premises and catering/residential services. The audit statement for the period was unqualified. A full set of audited accounts is available, upon application, from the Head of Finance – Tel: 028 9038 4265.

INCOME AND EXPENDITURE ACCOUNT

For the Year Ended 31 July 2012

	2012 £	2011 £
Income		
Funding Grants	6,732,775	6,927,498
Tuition Fees	3,134,128	3,041,527
Research Grants and Contracts	138,359	212,507
Other Operating Income	2,347,796	1,662,426
Interest Receivable (Including FRS 17 amount)	97,641	58,100
	<hr/> 12,450,699	<hr/> 11,902,058
Expenditure		
Staff Costs	6,420,033	6,272,135
Other Operating Expenditure	3,892,762	3,519,185
Depreciation	1,579,076	1,563,672
Interest Payable (including FRS 17 amount)	-	15,000
FRS 17 amount)		
	<hr/> 11,891,871	<hr/> 11,369,992
Total Expenditure		
Surplus before Exceptional Item	<hr/> 558,828	<hr/> 532,066
Taxation	-	-
Exceptional Item	-	128,615
	<hr/> 558,828	<hr/> 403,451
Surplus on Continuing Operations after Depreciation		

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

Statement of the Total Recognised Gains and Losses for the year ended 31 July 2012

	2012 £	2011 £
Surplus on Continuing Operations after Depreciation of Fixed Assets at Valuation and Taxation	558,828	403,451
Actuarial (Loss)/Gain in respect of Pension Scheme	(4,357,000)	733,000
	<hr/> (3,798,172)	<hr/> 1,136,451
Total Recognised (Losses)/Gains relating to the year		
Reconciliation		
Opening Reserves and Endowments	2,587,300	1,450,849
Total Recognised (Losses)/Gains for the year	(3,798,172)	1,136,451
	<hr/> (1,210,872)	<hr/> 2,587,300
Closing Reserves		

BALANCE SHEET

As at 31 July 2012

	2012 £	2011 £
Tangible Assets	52,767,093	53,812,560
Total Fixed Assets	52,767,093	53,812,560
Debtors	455,343	284,339
Short Term Deposits	2,750,000	2,675,000
Cash at Bank and in Hand	743,564	-
Total Current Assets	3,948,907	2,959,339
Less: Bank Overdraft	-	(93,182)
Creditors – amounts falling due within one year	(940,254)	(353,269)
Net Current Assets	3,008,653	2,512,888
Total Assets less Current Liabilities	55,775,746	56,325,448
Less: Creditors – Amounts falling due after more than one year	-	-
Less: Provisions for Liabilities and Charges	(6,075,000)	(1,759,000)
NET ASSETS	49,700,746	54,566,448
Deferred Capital Grants	50,911,618	51,979,148
Reserves	4,864,128	4,346,300
FRS 17 Pension Reserve	(6,075,000)	(1,759,000)
Total Funds	49,700,746	54,566,448







Stranmillis University College

Stranmillis Road, BT9 5DY

Tel: 028 9038 1271

e-mail: registry@stran.ac.uk

www.stran.ac.uk

