



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast



ANNUAL REPORT
1st August 2010 – 31st July 2011



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CHAIRMAN'S FOREWORD

PROPOSED MERGER WITH QUEEN'S UNIVERSITY

Following the Governing Body's unanimous decision in April 2008 to merge with Queen's University subject to the approval of the Minister of Employment and Learning and the Northern Ireland Assembly, the College has completed the necessary preparatory work:

- The Business Case for the proposed merger has been accepted by the Department for Employment & Learning and Department of Finance and Personnel.
- An Equality Impact Assessment study has been conducted.
- The Department of Employment and Learning has completed its public consultation exercise.
- On 28 November 2011 the Minister for Employment & Learning announced his support for the merger and his commitment to taking forward the necessary enabling legislation once a sufficient level of political support can be established.
- The Minister also announced that his Department will be undertaking an examination of the current and potential future teacher education landscape in Northern Ireland.

Since 2008 a Merger Project Implementation Group, made up of representatives from Stranmillis University College and Queen's University, has engaged in the preparatory work which is essential to facilitate the proposed merger.

Steve Costello, MBE BA

Chairman of Governing Body



BOARD OF GOVERNORS (2010-11)

Chair

Steve Costello, MBE BA

Members

Mrs Doreen Bell, MA DASE – Vice Chair

Neil Bodger, MBA Dip Modern Languages

Derek Capper, CertEd BA

Colm Donaghy, BEd MA – Staff Governor

Rev. Matthew Hagan, CertHE Theology MPhil

Ms Judith Harper, MEd DASE PQH(NI)

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

Sean McElhinney, BEd - Student Governor

Terry McGonigal, FCCA CIPD MBA

Hugh Storey, MSc DMS ACIS MBIM - Staff Governor

Clerk to the Board

Norman C.G. Halliday, AFA



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”.

The 2010-11 academic year has been a challenging year for the senior management team and staff as we seek to manage change in a period of uncertainty while maintaining our goals and objectives. As the Chair has indicated in his foreword, the proposed merger between Stranmillis University College and Queen's University has received the backing of the Minister for Employment & Learning but as yet he has not secured the political support required to bring forward the legislation. During this interim period the clear message which must go out to our prospective students, stakeholders and partners is that Stranmillis is very much 'open for business'. We are determined to maintain our profile to progress and innovate despite the difficult financial climate that faces Higher Education. Examples of the College's contribution to innovative practice are outlined in this report.

Building a strong profile is essential for our future as a key principle of the proposed merger is that it is a complementary merger – each institution brings a range of strengths to the proposed new School of Education, thereby providing a more integrated education provision from early years to post doctoral and adult education.

In 2010 -11 Stranmillis in partnership with St Mary's was successful in attracting funding of £839k from the International Fund for Ireland Sharing Education Programme. This will support professional development courses for teachers in the area of diversity and inclusion.

The College made significant progress in expanding its provision of professional development

programmes. This report documents not only the increase in the number of short courses provided in response to local demands but also the delivery of professional development programmes for practitioners in Malaysia and China.

In line with the priorities set out in the Academic Plan 2010-11 the College invested in further improvements to the Central Building. The College was awarded capital funding of £500k from DEL. It used this funding to refurbish and modernize the College's Science teaching space and provide a new flexible learning space. The total project cost £600k with £100k being funded by the College. The College also spent in the region of £150,000 refurbishing four new general classrooms and upgrading IT equipment.

The College recorded an operating surplus of £403,451 at the end of the 2010-11 year. Details of the College's financial position are provided in Appendix 1 on pages 46 and 47.

I hope you enjoy reading this report. If you would like further information on any aspect of the report please do not hesitate to contact us. Email: principal@stran.ac.uk or tel: 02890381271.

Dr Anne Heaslett
Principal

INTRODUCTION

In the 2010-2011 academic year the College continued to focus on its core mission despite having to operate in a climate of change and uncertainty. This report demonstrates the professionalism of staff to achieving excellence in teaching and scholarship which meets the needs of our students and the professional communities we serve. It also highlights the College's commitment to collaboration and innovation



EXCELLENCE IN TEACHING



In the 2010-11 academic year Stranmillis's reputation for excellence was confirmed through independent assessment such as external examiner reports. External examining is a long-standing system that is almost unique to UK higher education and is just one of the many ways in which institutions monitor whether the academic standards are appropriate. All UK universities make use of a network of independent and impartial academic advisers, drawn from other institutions or from areas of professional practice. We are particularly pleased with feedback received in relation to our undergraduate teacher education programmes. Ms Beth Gompertz, external examiner for the BEd Primary programme, comments:

'I believe that overall the BEd Primary pathway at Stranmillis University College offers an exemplary programme for the preparation of primary teachers. it is a model of good practice.'

Furthermore, it was particularly pleasing to have the College's post-primary BEd students recognized by the external examiner as *'in the upper range nationally'* (Rev Professor Peter Neil).





External examiners also acknowledged the high quality professional relationships that exist between Stranmillis University College and its school partners. The College was commended for the fact that its, *'assessment of practical teaching is conducted with rigour and there is good communication between the College and schools'*.

The College's core work in teacher education is complemented by its two very successful

diversified degree programmes: Early Childhood Studies and Health & Leisure Studies. Both programmes, as well as delivering professional qualifications in their own right, support the delivery of teacher education and are critical to the College's commitment to multi-disciplinary teaching.

The external examiner's report on the BSc Health & Leisure Studies degree programme stated that it is delivered to *'a high standard'*. In particular he commented on the commitment of the staff to both the teaching and assessment processes and described it as *'exemplary'*.

A full 'peer review' of the teaching programme for the Early Childhood Studies team was carried out in 2010-11 and showed that students were experiencing well motivated and enthusiastic teaching from tutors who were experts in their fields.



Learning in a Multi-disciplinary Environment

The spread of expertise across all teaching teams is a source of strength for the multi-disciplinary aspects of the teaching on the College's programmes. This is augmented by inputs from a broad range of professionals from education, care, health and social welfare backgrounds who make contributions to the modules in the pathway.

The Professional Experience modules in Early Childhood Studies and Health & Leisure draw on the aspects of

placement which provide opportunities for students to experience multi-disciplinary approaches at first hand. Increasingly, student teachers are being challenged to engage with the multi-disciplinary approach now common in many schools.

In 2010-11 the College established a new Child Protection Co-ordination Team and the launch of a new Child Protection and Safeguarding Newsletter.



The work that Stranmillis University College has undertaken in moving forward the child protection and safeguarding agenda is increasingly being recognised. Indeed it was publically endorsed at a recent seminar on 'Improving Child Protection and Safeguarding Communication in Education' hosted by the Stranmillis Joint Consultative Child Protection Committee. The seminar outlined how effective communication could contribute to improved understanding of safeguarding definitions, co-operative working and the preventative curriculum and was attended by staff and students from Teacher Education - Primary and Post-primary, Early Childhood Studies, Health and Leisure studies and post-graduate programmes, as well as external stakeholders.



Innovative Practice

Not content with merely maintaining its tradition of excellence the College continues to develop innovative practice which helps to give its programmes a cutting edge. The following examples demonstrate the College's commitment to developing innovative approaches which support current educational thinking and policy context:

Taking Maths Outdoors

A group of final year BEd (Primary) students took a short course on outdoor learning in mathematics aimed at equipping them with the knowledge and skills required to plan an outdoor mathematics trail. The course began with College-based seminars in which students explored the use of the outdoor environment as a real-life context

for learning mathematics. Students then had the opportunity to put this theory into practice when they designed a mathematics trail using features within the grounds of Stranmillis University College and invited Primary 5 pupils from Stranmillis Primary School to participate in the trail activities.



Teaching Maths and Science at Lumen Christi

Post-primary Mathematics and Science students recently completed the first phase of their mentoring programme at the science specialist and top ranked secondary school in Northern Ireland, Lumen Christi College in Derry.

This involved visiting the school to observe mathematics and science lessons and discussing lesson planning, before sharing in the process of post-lesson reflection with their teacher mentors. On their return visit each of the students taught a mathematics and science lesson under the watchful eye of their mentors who then provided feedback.

The learning experience of the partnership between Stranmillis and Lumen Christi now extends into the second phase of the programme as the students,



mentors and tutors use the online video analysis tool DIVER (Digital Interactive Video Exploration & Reflection) to reflect critically on video recordings of the students' practice. The positive comments from the students suggest that they really enjoyed this supportive introduction to school-based practice.



Alternative Placements



The College's Alternative Placement programme continues to gain momentum. In 2010-2011 some 120 final year primary and post-primary BEd students were placed in over 80 host organizations including Armagh Planetarium, Belfast Hospital School, NI Assembly (Education Department), the Chinese Welfare Association, Magilligan Prison Education Department and the Grand Orange Lodge of Ireland to gain experience of how education is delivered outside of conventional classroom settings.

The College's success was featured on **BBC TV's Newsline (31 May)**. The innovative development was described by Education Correspondent Maggie Taggart, as '*an unusual work experience*' which '*advises students to keep their eyes open to other possibilities*'.



STEVEN PARK
Student teacher



ANDREW SHANNON
Student teacher



RUTH THOMPSON
Student teacher



Dr NOEL PURDY
Stranmillis University College

National Student Survey

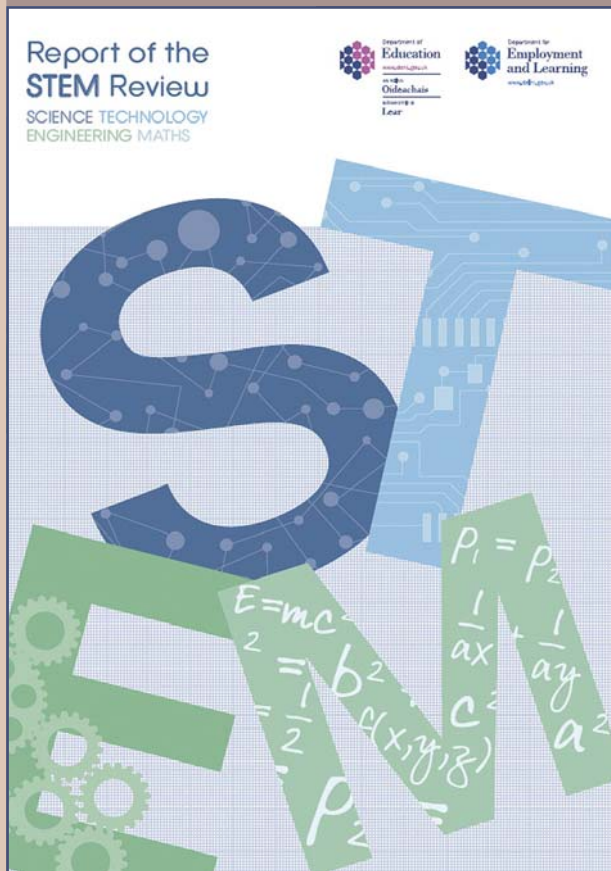
The College's excellence in teaching and learning was recognized in its overall satisfaction rating of a grade 4 in the National Student Survey 2010-11. These results are comparable with Queen's University and the University of Ulster but not as high as St Mary's University College whose score is exceptional even in UK terms. Ratings for the key areas of Teaching and Personal Development remain high scoring 4 or above. The highest scoring section related to Work Placement. The question, 'My placements have helped me to develop my skills in relation to my course' scored the highest mean of 4.8.

The College continues to work on other aspects of the National Student Survey, particularly those areas relating to the area of assessment. It has set an ambitious target of achieving a minimum of a grade 4 in each of the 22 compulsory questions which make up the National Survey.





Masters Level Work



The academic year 2010 – 2011 saw the very successful introduction of two new specialist options into the M.Ed. programme in Stranmillis University College; these options focus on the key curricular areas of ‘Pastoral Care’ and ‘STEM Education’. The specialist option in STEM Education is aimed at teachers currently involved in the delivery of STEM-related subjects in schools and those aspiring to such involvement in this centrally important area of the school curriculum. This programme of study makes a significant contribution to the re-thinking of STEM education and is of immense value to practitioners in the field at both primary and post-primary level. Two modules were introduced this year, for the first time, in this area; ‘Problem Based Learning in STEM Education’ and ‘Interconnected Learning in STEM Education’. The specialist option in Pastoral Care uniquely seeks to address a need among teachers and education professionals for high-quality professional development in this crucial, challenging and fast-evolving area. The aim is equip students with the understanding and skills required to respond effectively to a range of challenging pastoral situations such as children experiencing abuse, bullying or mental health issues. This year saw the successful delivery of two new modules in this area; ‘International Perspectives on Bullying’ and ‘Safeguarding Children and Young People’.

In both specialist options students are introduced to local, national and international research and they are challenged to respond critically and to apply their learning to their own professional context.

In response to the introduction of both new specialist options and their associated modules the External Examiner for the MEd programme at Stranmillis comments:

“It is good to see new niche modules being introduced to the programme which cater for specific needs in the profession. The module on ‘Safeguarding Children’ is a welcome addition. Similarly the new addition on ‘Interconnected Learning in STEM Education’ deals with a growing area of educational provision, interdisciplinary and cross-sectoral issues.”

The MTeach programme, which is targeted at practitioners who are interested in improving their practice through evidence-based reflection and collaboration with other professionals, offers the flexibility of on-line learning and one day seminars/workshops rather than the normal weekly timetable of classes. The External Examiner commended the course for its exemplary practice which was described as ‘a very enriching experience.’

The MA (Early Childhood Studies) programme continues to develop through increased student recruitment. The full time pathway is well embedded with 2010-11 seeing the first cohort of full-time Masters students graduating. Following on from the success of the programme’s revalidation in 2009-10, the new modules have now all been taught through and they continue to provide the team with opportunities for future development. For example, the module - Leading Integrated Services - continues to form the basis of the team’s continued negotiation with DENI/DHSSPS around the acceptance of the Higher Education Certificate/Diploma being a recognised qualification for development within the Early Years sector, should level 7 qualifications be mandated for early years centre leadership in the near future.



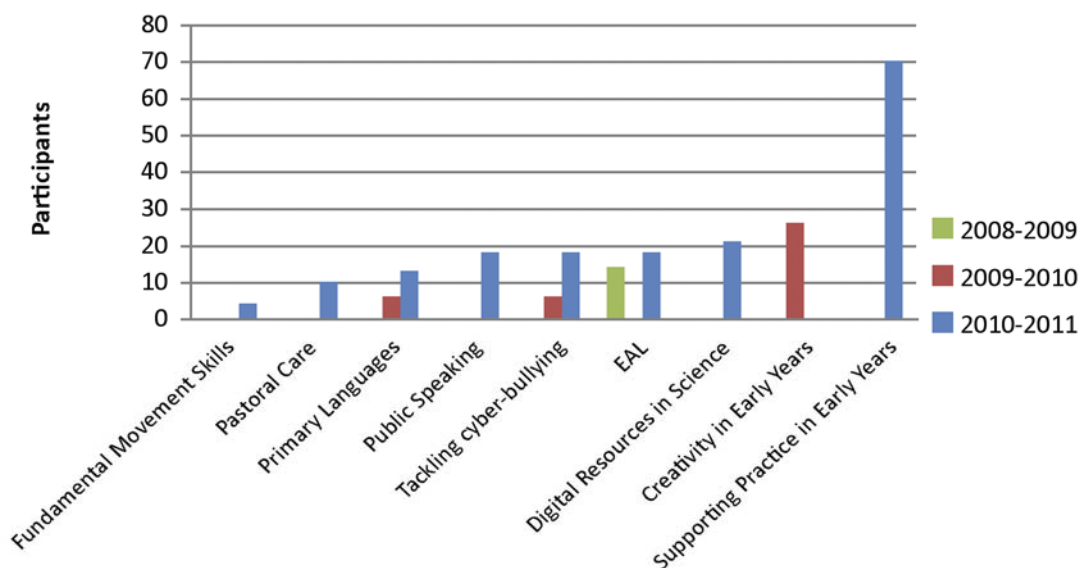
Continuous Professional Development

Stranmillis University College has further expanded its range of innovative professional development courses. These courses have been designed to meet the needs of practising professionals but are open to College undergraduate students too. Several of the new courses relate to special and additional educational needs, an area where there is a particular demand for professional development among teachers in primary and post-primary schools. In 2010-11 the programme included courses on:

- **Working with Gifted and Talented Pupils:** The aim of this course was to examine the opportunities and challenges facing teachers when dealing with such pupils.
- **Grief in the Classroom:** This course explored how teachers should deal with bereavement in the school/classroom.

- **Tackling Cyber-bullying in Schools** - This course provided professional development to enable teachers to understand the nature of cyber-bullying and included practical examples of how to tackle cyber-bullying on a whole-school and classroom level.
- **Primary Science: Using Digital Resources in the Classroom** – This course introduced practitioners to the relatively inexpensive and easy to use digital resources which have the potential to transform enquiry-based learning at all levels in the primary school.
- **Supporting Practice in the Early Years:** Due to demand this course was delivered to two cohorts of practitioners in 2010-11.

Professional Development Courses





Collaboration with Key Stakeholders

The College believes that collaboration within the professional community and external stakeholders is critical to promoting shared learning. In taking forward this key strategy Stranmillis has established a number of Consultative Groups which involve College staff and colleagues from external agencies meeting to discuss and respond to key policy drivers. These developments support the College's commitment to be a proactive player in shaping policy rather than merely being a passive recipient.



The College now hosts the following consultative groups:

STEM Consultative Group

The inaugural meeting of the Stranmillis University College STEM Consultative Group was held in May 2011. College staff from the STEM area (science, technology, engineering and maths) met with colleagues from external agencies (Association for Science Education, Education and Library Boards, Royal Society of Chemistry, Royal Society for the

Protection of Birds, Ulster Museum, W5, Bombardier, Lumen Christi College and Gilnahirk Primary School) to showcase its STEM work in primary and post-primary courses and the MED programme, as well as research. The external agencies have now entered into dialogue with Stranmillis staff to develop ideas that might be useful in enriching the courses on offer both now and in the future.

Numeracy Consultative Group

The Numeracy Stakeholders Group consists of members representing all sectors of the educational community. The meeting allowed Stranmillis staff to update attendees on the multi-faceted work they have been undertaking over the previous academic year. Their presentations included information on their research, international teaching, consultancy and

external collaborative work, community work and the new developments within our course structures. The event allowed small group discussion on the theme of 'From *your* perspective what do beginning teachers need to know about numeracy?' This theme was selected to coincide with the roll out of our revised BEd degree programmes, thus providing constructive discussion between staff and stakeholders.



Literacy & Creativity Consultative Group

The first meeting of the Literacy Stakeholder Group took place in May 2011, with representatives from a variety of schools as well as CCEA, the Education and Library Boards, IDS (Inclusion and Diversity Service), EGSA (Educational Guidance Service for Adults) and ETI. The meeting provided an opportunity for small group discussion on a

variety of aspects related to our work in literacy at Stranmillis, such as literacy provision and literacy across the curriculum in our courses; literacy aspects of students' work and experience in schools; volunteering and additionality opportunities for students, together with community and partnership projects; and literacy in relation to continuing professional development and to research opportunities.

Collaboration with Key Stakeholders (Cont'd)

Special Education Consultative Group

The second annual meeting of the Special Educational Needs (SEN) Stakeholder Group was held in May 2011. The meeting was attended by key stakeholders including representatives from a range of mainstream and special schools across Northern Ireland. The theme of the meeting this year was "Making the most of placements". The meeting included presentations on recent College developments in relation to SEN, including a digital video on working effectively with SEN classroom

assistants created by a group of BEd students as part of a problem-based learning exercise. Two students shared their valuable experiences on placement in special schools. Mr Martin McGlade, Principal of Harberton Special School, also outlined the new and innovative placement model implemented in 2010-2011 for PGCE students. This was followed by an international perspective of SEN provision in Initial Teacher Education in the U.S. provided by Ms Pat Gardner of Westfield State University, Massachusetts.



Early Years Consultative Group

The Early Years Consultative Group continues to liaise with its constituent members to drive forward

necessary initiatives in the field of Early Years in Northern Ireland, the most pressing of which is the qualification for centre leadership in integrated settings.

St. Mary's Partnership

Stranmillis University College, in partnership with St. Mary's University College, was delighted with the recent announcement from the International Fund for Ireland that they had been successful in their bid for funding. As part of the £3.4m / €4.1m allocated to the Fund's Sharing in Education Programme, the joint colleges bid attracted funding of £839k / €1m for the CREDIT Programme (Classrooms Re-imagined: Education in Diversity & Inclusion for Teachers Programme).

The Programme sets out to provide training courses for existing teachers across Northern Ireland in primary and post-primary schools to assist them in developing awareness and practical skills in dealing with division, diversity, inclusion and community relations in both the classroom and the wider school environment. Central to the Programme is the opportunity for teachers to embed the practices in their classrooms. Dr Patricia Eaton, Professional Development Coordinator at Stranmillis, said:



“Too often short-term training courses have limited impact on practice. This programme sets out to transform classrooms by giving teachers time and space to reflect on their practice, to work with other schools and agencies and to really re-imagine the way education in diversity and inclusion is incorporated into their classrooms.”

FE Collaborative Partnership

The Foundation Degree in Early Childhood Studies, which has been developed in association with the Further Education sector with an articulation route into the College's BA Early Childhood, continues to recruit high numbers in both part-time and full-time

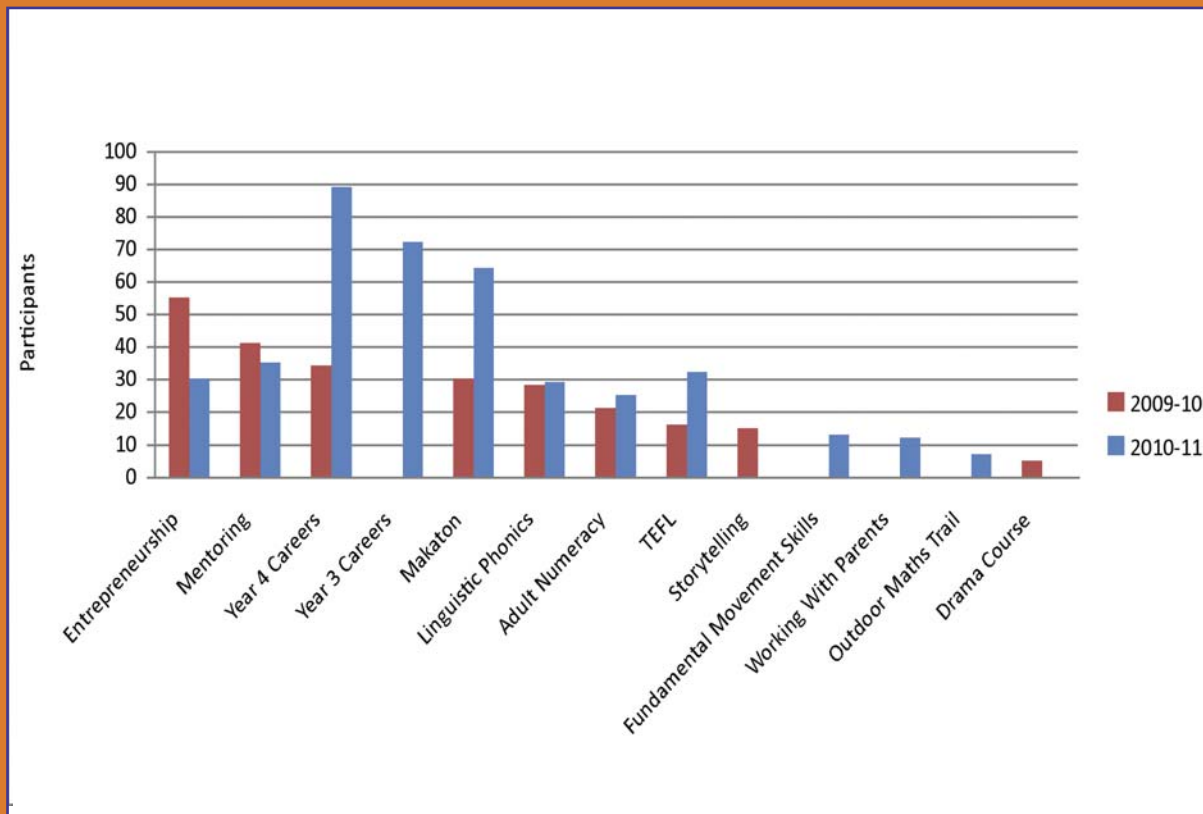
modes. The nature and extent of the partnership, the largest Foundation Degree of its kind in Northern Ireland, continues to be praised and held up as a model of good practice. The Collaborative Provision Group at Queen's University has endorsed this view.

Additionality/ 'Degree Plus'

In 2010-11 the College continued to build on its Additionality/ 'Degree Plus' strategy to enhance employability and transferable skills. A more systematic and robust approach was developed in order to implement a comprehensive college-wide strategy which not only ensures that students gain the appropriate recognition for their additional study but provides the option of adding new courses to the current portfolio.

The results outlined in the table below demonstrate the increase in student numbers engaging with this aspect of the College's provision. These additional experiences and qualifications ensure that Stranmillis students are best placed when entering the employment market to articulate their excellence in a wide range of areas.

Degree Plus/Additionality Activity 2010-11



Stranmillis Student Volunteering and Community Tuition Certificate

The College's ambition is to develop an additional qualification: a *Stranmillis Student Volunteering and Community Tuition Certificate*. Engagement with the community is a key element of most volunteering, and students in a position of advantage in third level education are ideally placed to give of their time and skills to work with local groups and areas that otherwise would not have access to such expertise. It is our aim to build up a number of partnerships in the local area so that students who do not have existing opportunities to volunteer can find an arena to develop their skills.

Volunteering is an excellent way to enhance students' CVs and to gain valuable experience working in an area that they may want to develop in their career. Many students already spend some time volunteering their expertise in a variety of settings and undoubtedly learn a lot in the process. The College is currently devising a system whereby students are given the opportunity to gain credit for this experience by presenting it in a way that captures both the time, effort and learning that has taken place during their volunteering.

When fully developed this award will enable students to reflect on what they have learned in these often informal settings and give formal public recognition for their hard work and commitment.



EXCELLENCE IN RESEARCH/SCHOLARSHIP



Research and scholarly activity are areas of vigorous growth within the College. Building on its earlier success in the Research Assessment Exercise 2008, the College is currently preparing its submission for the Research Excellence Framework in 2013. This work has been supported by the appointment of the College's first Visiting Professor, Professor Elizabeth Wood, (Professor of Education at the University of Exeter). In June 2011 Professor Wood gave her inaugural lecture at Stranmillis to a large audience made up of stakeholders, policy makers, staff and students.

Research and scholarship in the College serves three key principles which are outlined on the following pages.

Firstly it seeks to generate knowledge to advance all aspects of teaching and learning. This involves members of academic staff in a wide range of theoretical and practice-based research projects. Whilst they may differ in terms of foci, each aims to further understanding at classroom, academic and policy level. Topic areas include diversity and inclusion, entrepreneurship, mathematics, religious education, cross curricularity, IT, special needs, physical education and early childhood studies.





Despite the challenges of the current funding climate, staff continue to attract funding grants from a range of sources including ESCalate, SCoTENS and the Department of Employment & Learning.

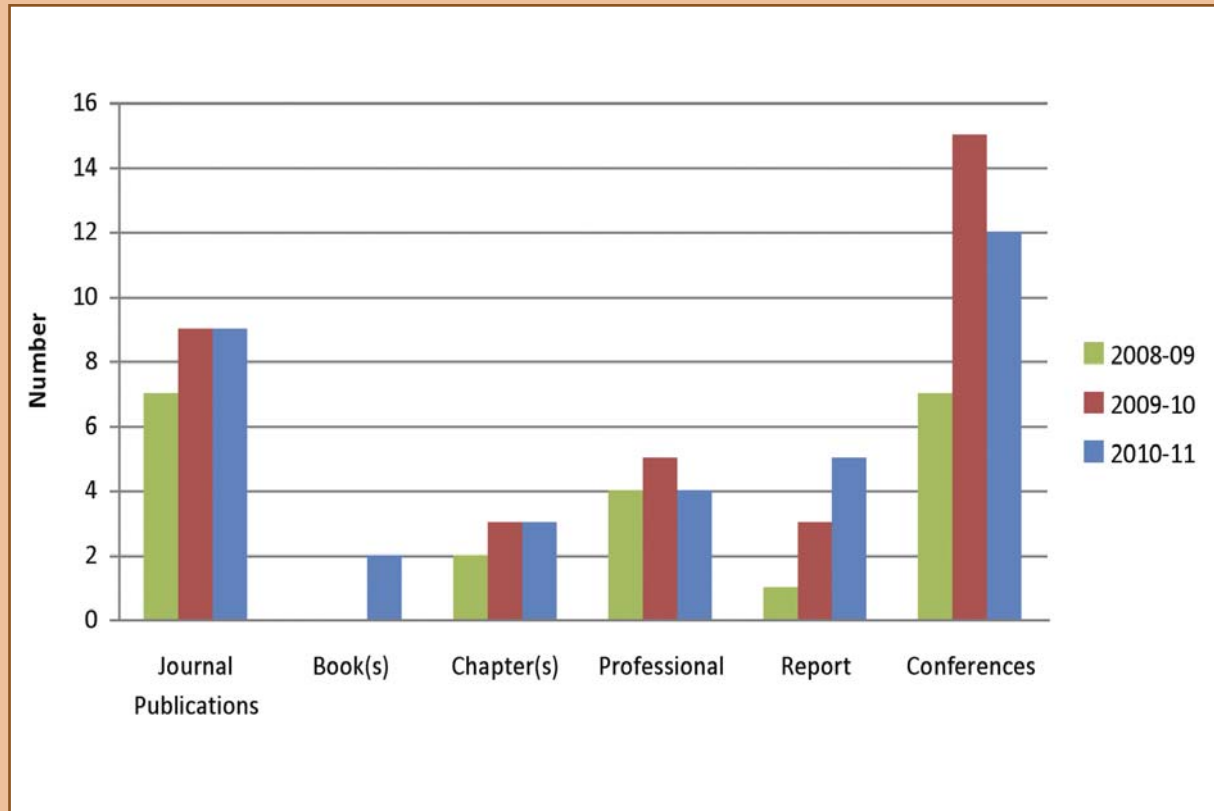
2010-11 saw the completion of the Effective Pedagogy in Early Childhood (EPEC) project, commissioned by the Department of Education & Science, Dublin). The Project's published report now forms the basis of a practitioner 'tool-kit' to enhance pedagogical practice in Early Years in the

Republic of Ireland.

The launch of a seminal report entitled 'Investigating the EntreBRAINeur' examining aspects of entrepreneurship attracted local and media attention. Drawing attention to the educational needs of creative and innovative thinkers, academics in the College highlighted the need for teachers to adopt a more flexible and sensitive approach to classroom teaching.

EXCELLENCE IN RESEARCH/SCHOLARSHIP (Cont'd)

Research & Scholarly Activity 2009-2010, 2010-2011



A second goal is that, through the production of journal articles and conference presentations, the College seeks to disseminate knowledge and to influence policy and practice. The number of articles written by staff which have been published in peer reviewed international journals continues to increase and a number of staff have been invited to present their research findings at national and international conferences (a full list of recent publications is available on the College's website). Our primary goal is to cultivate thinking and learning using a research informed teaching approach. This enables our students critically to review evidence, drawing on alternative approaches and practices.

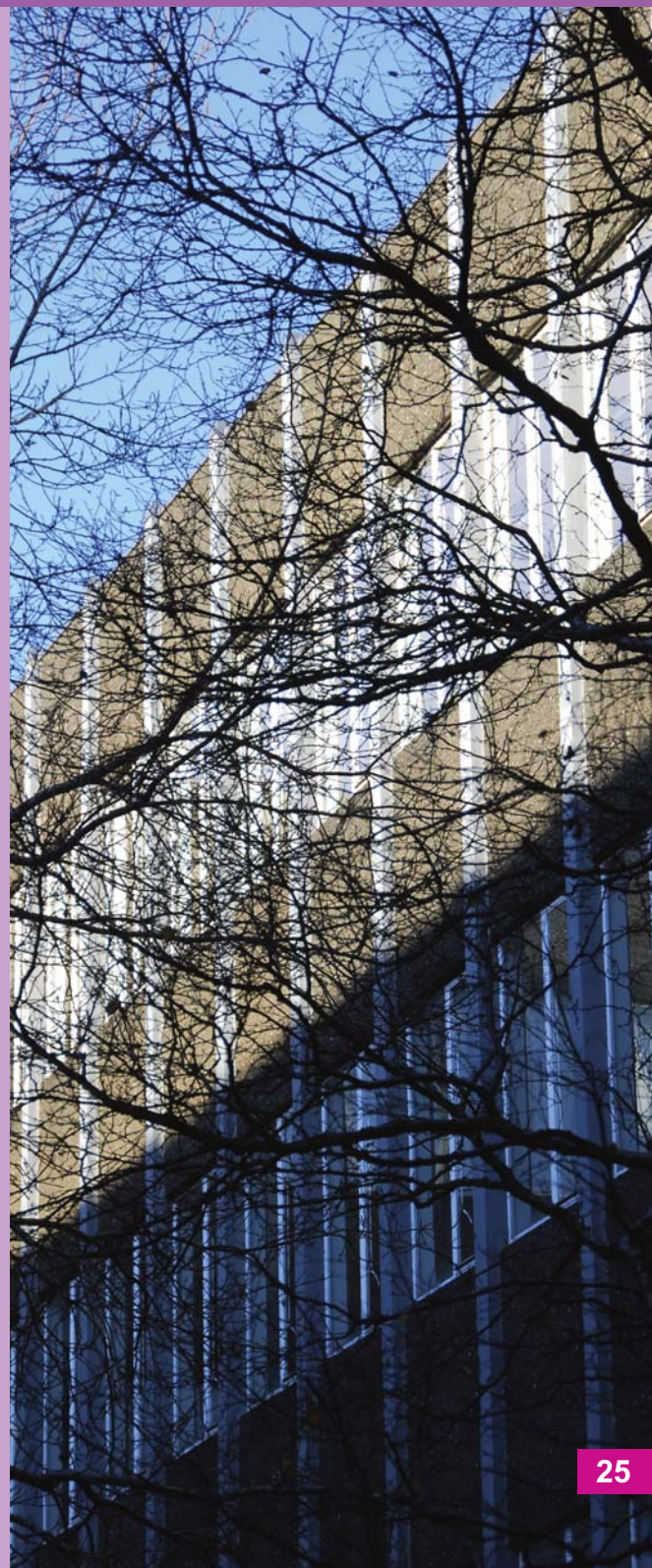
During a recent BEd Programme Accreditation meeting with the General Teaching Council for Northern Ireland the College's work was highly commended by the Policy and Professional Education Committee as an outstanding example of Research and Scholarship informing and enhancing classroom practice.

Importantly, our third goal involves community engagement. Student volunteers and members of academic staff have forged close working relationships with the local community. This involvement will yield research projects of practical interest to members of the wider community.

UCAS Tariffs & Entry Profiles in 2010

The College continues to attract high volumes of applications which allowed us to select students of the highest calibre – UCAS Tariff details and typical entry profiles are set out below. The College was pleased to record an increase in the number of STEM entrants.

Programme	Average UCAS Tariff	Typical Entry Profile
BEd (Teacher Education)	350	ABB
BA (Early Childhood Studies)	320	BBB
BSc (Health & Leisure)	280	BBC
PGCE (Early Years)	Not Applicable	1 st or 2.1 Degree



COMMUNITY ENGAGEMENT

The College's engagement with the local community has been further strengthened by the following projects:



STEM Fun Day

Stranmillis recently hosted two very successful STEM fun days on the campus with pupils from local primary and post-primary schools in College working with staff from SENTINUS and Stranmillis students on a range of STEM-based activities.

Stranmillis students enrolled as STEM Ambassadors and spent each day working with a small group of children, guiding them through activities such as launching rockets and making mini cars. The school pupils enjoyed working in teams on extended science tasks while the Stranmillis students gained valuable experience working with pupils in this more informal setting. Two of the fourth year students also spent their Alternative Placements with SENTINUS and were able to come to Stranmillis to support these events as part of their experience.



'Try It' Community Sports Day

In June 2011, Stranmillis University College staged a Community 'TRY IT' Sports Day. The day was organised and run by the College's Sports Development Unit in partnership with Belfast City Council. Four Belfast schools were invited to the day - Blythefield Primary School, Downey House, Holy Rosary Primary School and Stranmillis Primary School.

A total of 170 primary seven children were given an opportunity to 'TRY' a range of different sports (badminton, basketball, cricket, gymnastics, football, hockey, multi skills, tennis and volleyball). These children are approaching an important stage as they enter secondary education, when the likelihood is they will choose their favourite sport to participate in through the rest of their school career. It is important that this decision is informed by experience, and this was the primary aim of the day.

The College's Sports Development Officer commented:

"The TRY IT day was an excellent opportunity to showcase the wonderful sporting facilities that Stranmillis has to offer, in particular the facilities in the Orchard Building. The day was a resounding success and recognition must be given to all coaches, volunteers and sponsors- namely Gotto Sports and British Telecom - who made the day such a triumph."



WIDENING PARTICIPATION

Since the formal introduction of the College Access Agreement in 2006, Stranmillis Widening Participation has continued to implement policy and practice to meet with the College's Strategic Aim 8: *'To support and inspire students from the widest possible range of educational, social and cultural backgrounds'*. To do this we have undertaken a variety of briefing seminars/workshops/mock interviews in a number of post-primary schools and FE Colleges. The Widening Participation Coordinator has attended numerous external careers fairs/ presentations particularly to target mature students and males interested in

teaching. In relation to 'Males into Teaching' we continued to explore with key stakeholders how to best develop the website www.maleteachers.co.uk for a re-launch in 2011-12.

Just after Easter 2011 we offered our successful annual 2-day *GCSE Mathematics Revision School* for 40 Year 12 pupils from a number of non-selective, partner post-primary schools. Because of the timing of Easter during 2011 we offered this as a 2-Saturday format and this proved to be a popular alternative to the traditional holiday slot.

While continuing with our established Access Agreement projects, during 2010-11 we began the process of implementing more direct involvement with community based initiatives to raise educational aspirations. During 2010-11 this was firmly established with the South Belfast Sandy Row community and typically involved BEd students acting as homework club mentors for primary and post-primary pupils. We also brought pupils from Blythefield Primary School onto campus to engage with HLS students, and this initial link activity with the community and school demonstrated the considerable potential and benefits for the target community as well as Stranmillis staff and students. The processes established during 2010-11 have proved to be an excellent foundation and model to extend the type and duration of link activity offered in future.

Why not teach

Home About Us Y Not Teach What Next FAQ Web Links Brian's profile TR Profile Media Contact Us

Newsflash
Website Launched
Our New Website was launched on Tuesday the 22nd of June. We welcome any feedback on the content and look of our site.

Search
Search
Search

Login Form
Username
Password
Remember Me
Login

Male Role Models Needed
Unquestionably the demand for male teaching staff is at an all time high, with the impact that this could have on the future generation's education becoming increasingly evident.

Polls
Will having more male teachers help to tackle the long-term underachievement of boys?
 Yes, Boys need more male role models in the schools
 No, won't make a difference at all
Vote Results

Latest News
• Terry Rodgers
• Contact Us
• Website Launched

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The agenda of Widening Participation is also pursued as a consequence of the collaborative partnership with the Further Education sector in the Foundation Degree (Early Childhood Studies). 2010-11 saw the graduation of the first cohort of Foundation Degree students who had articulated to the Honours pathway in 2009-10. Their achievement levels were carefully monitored and it is gratifying to note that statistical analysis of their degree classifications showed no significant difference to that of students recruited through more traditional routes. The support offered to them by the Early Childhood Studies team has been instrumental in achieving this level of success.



Current students have continued to make good use of the Student Support Centre in relation to guidance and counselling. The numbers of students using the Communication Skills Centre also grew during 2010-11. The Halls Bursary continues to be popular with those students who fall under the Access Agreement criteria for a free Halls place, while current economic conditions have led to an increase in the numbers of students applying for support funds.

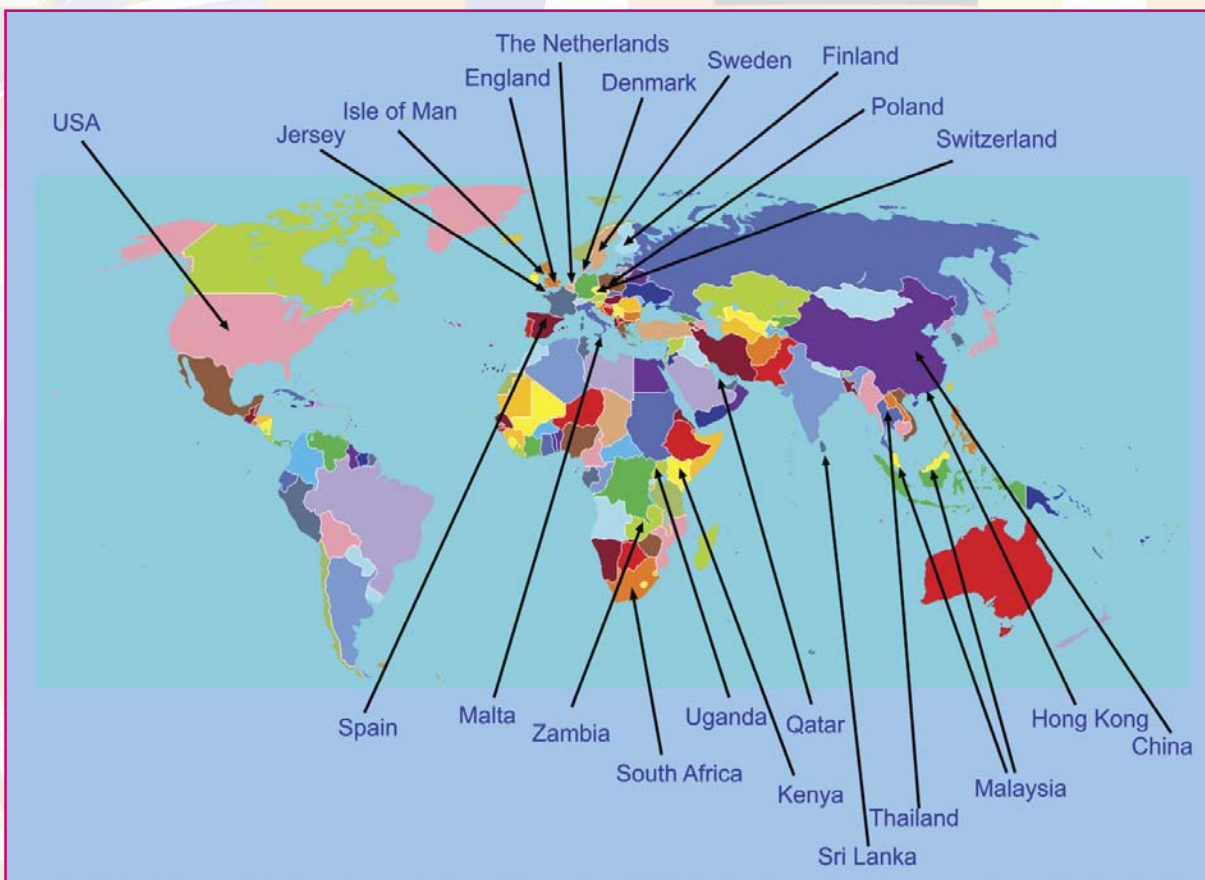
Overall 2010-11 can be considered as a transition year with much ground work undertaken to extend community engagement and to formalise student support. Plans for a Widening Participation student Intern were put in place and the appointment of this intern will enable the pilot activity undertaken during 2010-11 to be developed into a longer term sustainable goal.



STRANMILLIS BEYOND NORTHERN IRELAND

International Development is a significant area of development at Stranmillis University College which continues to flourish. The past year has seen the further consolidation of many established areas of work and the introduction of some new projects. The international work of the University College

was given high profile at a stakeholder event in May. The map below shows the impact that Stranmillis has across the world through its widening partnerships with other universities and colleges and the employment opportunities accessed by graduating students.



Stranmillis University College is having an impact across the world through student mobility arrangements with other universities and colleges. Increasingly, graduating students are successful in

accessing international employment opportunities. Recent graduates are currently working in Kenya, Spain, Cyprus, Malaysia, Qatar, Egypt, China, Sri Lanka and Switzerland.

International Outreach – Student Mobility

During 2010-11, the International Outreach programmes continued to send students to a wide variety of destinations in Europe and worldwide and receive reciprocal students. Eighteen Stranmillis students participated in the Erasmus programme which offers a choice of twenty-nine European destinations, including Pädagogische Hochschule Thurgau, Kreuzlingen, Switzerland, a new partner in 2010-11. Through the International programme, fourteen BEd students had the opportunity to visit Hong Kong, The People's Republic of China, Uganda, Zambia or South Africa. Forty-one Erasmus and nine international students had reciprocal visits to Stranmillis. In addition, the University College received further funding through the Prime Minister's Initiative (PMI) scheme (British Council) which, for a second year, allowed five BEd students to undertake a four-week school-based placement in Malaysia. Whilst this funding will not be available for a third year, we are hopeful that this link with Malaysia might be maintained by alternative means.

A new venture in 2010-11 was to send two PGCE Early Years students to Orleans-Tours in France to undertake their final two-week placement. This proved to be successful and we hope to continue with this project next year. Another Year 3 BEd student spent three weeks in The Doane Stuart School, New York State.

All students undertaking Erasmus, International or PMI placements are encouraged by the International Outreach Coordinator to keep online blogs reporting their experiences and learning. These may be accessed within the International Development section of the University College website.



International Outreach – Staff Mobility



In terms of staff mobility, the Erasmus programme provides opportunities for staff to visit partner universities in Europe and we normally receive visits from approximately five European academics per year. In 2010-11, four members of staff undertook

staff mobility visits to Denmark, Sweden and Spain. Two lecturers also visited the University of León in Spain in February 2011 to deliver their week-long international module.

The Malaysian Project

Our partnership with Tenby Schools in Malaysia continued to develop during 2010-11. Throughout the year, the now well-established *Certificate in Teaching Studies* was delivered by distance learning and two teachers from Ipoh International School successfully completed the course. Dr George Beale visited Malaysia once again in June to undertake a range of professional consultancy work and discussions with officials.



Research Projects in Sub-Saharan Africa

Since 2007 Dr Maureen Thatcher, Head of International Development, has been involved in two major research/capacity building projects in sub-Saharan Africa funded by the British Council and Irish Aid respectively.

The first, entitled *Capacity building programme for teachers in post conflict areas: A pilot project for teachers in Northern Uganda*, considered the impact of conflict on children and teachers in areas emerging from war/violence (in Uganda, Rwanda, Sierra Leone and Northern Ireland), in an attempt to inform post-conflict problems in schools in Northern Uganda. Extensive field research and data analysis resulted in the introduction of a training module and associated support materials for 2000 Ugandan teachers, focusing on peace building and the development of psychosocial skills for dealing with traumatised children. In addition, the two main universities in Kampala revised their pre and in-service teacher education curricula to include peace building and psychosocial aspects.

The second project, *The Irish-African Partnership for Research Capacity Building*, considered ways of developing collaborative research in universities in Ireland and Africa, within the fields of Education and Public Health, and a number of workshops were held in Mozambique, Malawi, Uganda and Ireland. The final workshop of this project took place at Queen's University Belfast in September at which the keynote speaker, Mary McAleese, Irish President, commended the work of the team in relation to the priorities addressed and the excellent relationships which have been established between the Irish universities and the main universities in Tanzania, Uganda, Mozambique and Malawi.

Whilst both of these projects have reached conclusion in 2010-11, there are plans for Phase 2 projects for both and, as a spin-off from the IAPRCB project, a funding application has been made by Dr Thatcher and a Ugandan colleague for a collaborative research project at Masters level with colleagues in Uganda and Tanzania.



GIANT'S CAUSEWAY 2011

Each year as part of their module 'Northern Ireland Culture and Education' the International and Erasmus students have a trip to the North Coast to visit Portstewart and the Giant's Causeway.





The Pudong Project

May 2011 saw the exciting development of a new Chinese link when Stranmillis was delighted to host a delegation of twenty primary school principals from the Pudong district of Shanghai, China, for a four-week programme of professional development within the field of education management.

A collaborative venture with International House Belfast and the Belfast Education and Library Board, the programme included a series of expert lectures and seminars, school visits to a variety of local primary schools and cultural visits to various places of interest around Northern Ireland.

The lecture/seminar programme was planned and organised by the Head of International Development at Stranmillis, and delivered by a team of senior members of the Stranmillis staff. It was very well received by the Chinese principals who participated readily in all activities and discussions. A team of excellent interpreters translated the lectures into Mandarin and helped to facilitate the many lively seminar sessions!

The lecture programme culminated in a dinner, hosted by the University College on 1 June, in honour of our Chinese guests, and to celebrate the partnership with International House and the Belfast Education and Library Board. The guest speaker was Anna Lo, MBE, Alliance Party MLA for South Belfast and Chair of the Northern Ireland Assembly Environment Committee. She commended the new link with the Pudong Institute of Education Development and was very complimentary and supportive of all of the International Development work undertaken by Stranmillis. The event was attended by Mrs Doreen Bell, Vice-Chair of the Governing Body, senior representatives of International House, the Belfast Education and Library Board and the primary schools involved in the programme.

This successful venture will be followed in 2011-12 by a visit of sixty primary and post-primary teachers from the same area of Pudong to undertake professional development activities at Stranmillis.



New Developments in International Links

Following initial discussions in 2010, the University College has recently formed a new collaborative partnership with Westfield and Bridgewater State Universities in Massachusetts. In May three representatives from these universities visited Stranmillis to discuss potential collaborative research and professional development work in relation to anti-bullying in schools. During their stay they made presentations to staff, visited Ulidia Integrated College in Carrickfergus to see at first hand the exemplary anti-bullying work there, and met with the coordinator of the Northern Ireland Anti-Bullying Forum.

A further American link has been established with the Curry School of Education, University of Virginia, through the Institute for Study Abroad, Butler University, Indianapolis. The Head of the Curry School visited Stranmillis in May and discussions took place in relation to undergraduate study and school placement for American students within the BEd programme. It is hoped that a pilot project will take place in 2012, and that this potential development will attract further students in future years.





CELEBRATING DIVERSITY: MOVING TOWARDS SHARED LEARNING

As well as maintaining its long standing programme for Diversity and Understanding developed in collaboration with St Mary's University College, the College engaged with a number of other projects which focused on celebrating diversity and shared learning.

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.

Stranmillis University College and Queen's University Sharing Education Programme organised a one-day training event for 'Face to Faith' with assistance from the Tony Blair Faith Foundation, Teachers from eight schools across Northern Ireland had the rare opportunity to chat with Tony Blair during a video conference at Stranmillis University College.

The aim was to facilitate inter-faith dialogue through video conferencing and online collaboration. During the session Mr Blair told the teachers: *'Young people have an enormous appetite to learn about others who are different from them'* and he emphasised the positive value of enabling pupils to dialogue about faith issues and beliefs.



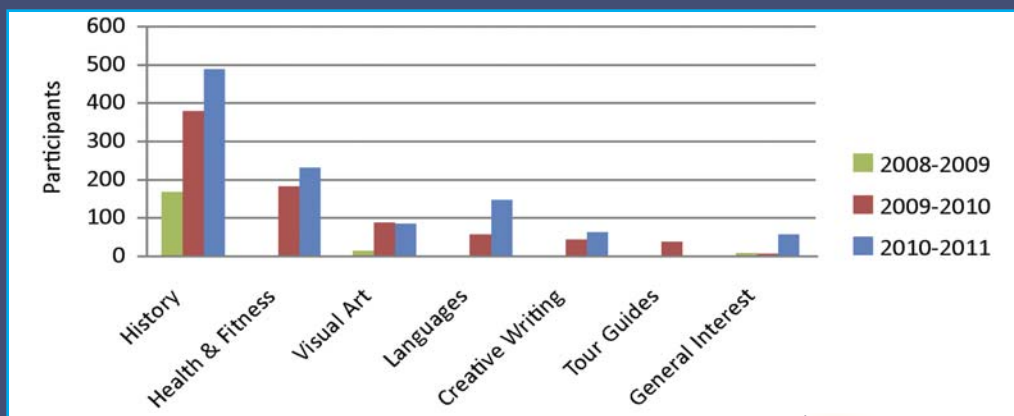
LIFELONG LEARNING

The academic year witnessed several major successes for Lifelong Learning in the College:

In September 2010 during European Heritage Weekend the College played host once again to some 400 visitors who were conducted on guided tours of the historical sites and cultural heritage of Stranmillis House and grounds by resident historian, Dr Éamon Phoenix. The event served as a launch-pad for a new raft of extra-mural courses with a series of 'taster classes' proving a major draw.

In the Spring as part of our Community Outreach programme, Dr Phoenix facilitated guided heritage tours of the campus by the Friends of the Ulster Museum and the Old Stranmillis Residents Association taking in the Victorian mansion, ring-fort and Castle site. The feed-back was very positive with many of the visitors enrolling in our part-time programmes.

Lifelong Learning Activity





The highlight of the year for Professional Development and Lifelong Learning was the annual awards ceremony on 21 June where over 200 guests were treated to an evening of classical music, celebration and an uplifting address by Mr John D’Arcy, Director of the Open University in Ireland. This was an opportunity to thank a range of individuals whose efforts had enriched the programme during the year.



The College was especially pleased that BBC Northern Ireland decided to make a series of radio programmes based on Dr Phoenix’s trademark ‘Hidden History’ courses. An initial series of 6 programmes were broadcast on Radio Ulster, supported by a dedicated BBC web-site. A further series is planned next year. One result of this unique partnership between the College and the BBC was huge publicity for our Lifelong Learning programme.



STAFF ACHIEVEMENTS

Some of the highlights in staff achievements in 2010-11 are as follows:



- Dr Glenda Walsh was appointed an Associate Assessor on ETI Inspection Teams.
- Dr Julian Greenwood was appointed to the editorial board of the journal *Irish Birds*.
- Dr Noel Purdy was appointed to the Advisory Group for a large research study on Special Classes in Ireland 2011-13 funded by the Irish National Council for Special Education.
- Dr Noel Purdy was invited to represent Teacher Education on the Northern Ireland Anti-Bullying Forum.
- Dr Colette Gray was awarded the Certificate of Psychometric Testing, Assessment and Access Arrangements.
- Dr Maureen Thatcher has been invited to continue her professional consultancy work at Makerere University, Kampala, Uganda and to become External Examiner for its Teacher Education programmes.

- Dr John McCullagh was appointed to the research committee of the Irish Association for Social Scientific and Environmental Education (IASSEE).
- Ms Laura Magee successfully completed her Master of Laws – specialism: Human Rights Law and Transitional Justice.
- Ms Denise Elliott was appointed External Examiner for Primary Education in Art and Design at Plymouth University.
- Dr Denise Mitchell was appointed External Examiner for Early Childhood Studies modules on the Four Year Primary Programme of the BA (Hons) Educational and Professional Studies and Early Childhood Education with QTS at Cumbria University.
- Dr Sharon McMurray was appointed an Associate Assessor on ETI Inspection Teams.
- Dr Barbara McConnell was appointed an Associate Assessor on ETI Inspection Teams.



STUDENT LIFE & ACHIEVEMENTS

The College held its Graduation Celebration on the 5th and 6th of July 2011. These events not only celebrated the success of the students who were receiving their degrees – over 70% of graduating students received a 2.i degree or higher – but also the achievements of those who were awarded special prizes for their work in specific areas of the curriculum.

Other notable student achievements in 2010-11 were as follows:

Student achievements in supporting charities:

- The sum of £1817.41 was raised for local and national charitable organisations.

Student achievements in sport:

- The Men's Football Club successfully competed in and came runners-up in the First Division of the Northern Ireland Universities League.
- The Men's Rugby Club were runners-up in Division 2 North League of the Irish Colleges' Rugby League. The following from Stranmillis Rugby Team 'King's Scholars' were selected to represent the Ulster Colleges in the InterProvincial Tournament: Peter Stewart (H&L), Stephen Magee (BEd), Gregg Turnbull (BEd), Lyle McFarland (BEd) and Matthew Wright (H&L).
- The Badminton team came second in their Regional League, Colleges and Universities Sports Association of Ireland competition.

Student achievements in drama and music:

- The Drama Society staged the annual pantomime, 'Sleeping Beauty', in December 2010. As usual, it was extremely well attended by school parties and members of the public. This was an impressive and professional production with credit due to the Producer, Adam McCready, and Directors, Suzanne Smyth, Lynsey Brown and Sarah Kernohan, with an original script, a large cast and chorus and a 10-piece orchestra.
- Music staff and students were responsible for the excellent choral input to the 'Celebration of Christmas in Words and Music', which took place in St. Bartholomew's Church in December 2010.



GRADUATION 2011





APPENDIX 1: FINANCIAL INFORMATION 2010-11

The extracts from the College's audited accounts for the twelve-month period 1st August 2010 to 31st July 2011 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, accrued to the College. The audit statement for the period was unqualified. A full set of audited accounts is available, upon application, from the Finance Manager – Tel: 028 9038 4265.

INCOME AND EXPENDITURE ACCOUNT For the Year Ended 31 July 2011

	2011 £	2010 £
Income		
Funding Grants	6,927,498	7,279,815
Tuition Fees	3,041,527	2,919,956
Research Grants and Contracts	212,507	228,651
Other Operating Income	1,662,426	1,933,300
Interest Receivable	58,100	15,857
	<hr/>	<hr/>
	11,902,058	12,377,579
	<hr/>	<hr/>
Expenditure		
Staff Costs	6,272,135	5,655,559
Other Operating Expenditure	3,519,185	3,901,612
Depreciation	1,563,672	1,692,950
Interest Payable (Including FRS17 Amount)	15,000	257,000
	<hr/>	<hr/>
Total Expenditure	11,369,992	11,507,121
	<hr/>	<hr/>
Surplus before Exceptional Item	532,066	870,458
	<hr/>	<hr/>
Taxation	-	-
Exceptional Item	128,615	-
	<hr/>	<hr/>
Surplus on Continuing Operations after Depreciation	403,451	870,458
	<hr/>	<hr/>

There were no other recognised gains or losses. The Income and Expenditure Account of the College relates wholly to continuing operations.

BALANCE SHEET

As at 31 July 2011

	2011 £	2010 £
Tangible Assets	53,812,560	54,762,786
Total Fixed Assets	<u>53,812,560</u>	<u>54,762,786</u>
Debtors	284,339	335,236
Short Term Deposits	2,675,000	2,000,000
Cash at Bank and in Hand	-	574,664
Total Current Assets	<u>2,959,339</u>	<u>2,909,900</u>
Less: Bank Overdraft	(93,182)	-
Creditors – amounts falling due within one year	(353,269)	(860,560)
Net Current Assets	<u>2,512,888</u>	<u>2,049,340</u>
Total Assets less Current Liabilities	56,325,448	56,812,126
Less: Creditors – Amounts falling due after more than one year	-	-
Less: Provisions for Liabilities and Charges	(1,759,000)	(2,527,000)
NET ASSETS	<u>54,566,448</u>	<u>54,285,126</u>
Deferred Capital Grants Reserves	51,979,148	52,834,277
	4,346,300	3,977,849
FRS 17 Pension Reserve	(1,759,000)	(2,527,000)
Total Funds	<u>54,566,448</u>	<u>54,285,126</u>





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