

STRANMILLIS  
UNIVERSITY COLLEGE

# ANNUAL REPORT

1st August 2013 - 31st July 2014



STRANMILLIS UNIVERSITY COLLEGE  
A College of Queen's University Belfast





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# BOARD OF GOVERNORS (2013-2014)

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## Chair

Professor Sir Desmond Rea, OBE MSc (Econ) MBA PhD

## Members

Mrs Doreen Bell, BA MA DASE – Vice Chair

Dr Esmond Birnie, MA PhD [appointment effective from 1 August 2014]

Neil Bodger, MA Dip Modern Languages

Andy Brown, BEd (Hons) MSSc FCIEA FColIT FRSA [appointment effective from 4 November 2014]

Derek Capper, CertEd BA

John Catterson, BEd – Student Governor

Colm Donaghy, BEd MA – Staff Governor

Rev Matthew Hagan, MPhil CertTh

Richard Hanna, BEd MSc PgDip MSc (Education) [appointment effective from 1 August 2014]

Dr Judith Harper, EdD MEd BEd DASE PQH(NI)

Dr Anne Heaslett, BA (Hons) MA DPhil MSc FRSA – College Principal

Mrs Elizabeth Huddleson, BEd MSc [appointment effective from 1 August 2014]

Edgar Jardine, CB MSc BSc [appointment effective from 1 August 2014]

Mrs Shirley Madden, LLB LLM PgDip

Mrs Claire Moore, BA FCA [appointment effective from 1 August 2014]

Terry McGonigal, BA (Hons) MBA MSc FCCA FCIPD

Kenneth Nelson, BA MBA MSc MIC FCMI CMgr

William Patterson, BA MBA FCIPD [appointment effective from 1 August 2014]

Michael Pollock, BEd – Student Governor [appointment effective from 1 June 2014]

Alex Ramage - Staff Governor

Robert Thompson, MA BA DASE CertEd

## Clerk to the Board

Dr Clifford Boyd, MSc PhD – Secretary

Ms Karen Robinson - Secretariat



# CHAIRMAN'S FOREWORD



The 2013-2014 academic year was marked by a number of significant milestones and developments.

The College continues to deliver teacher education to students from all faiths and community backgrounds, and it is recognised as among the best in the United Kingdom. In line with best practice across the world,

the College can demonstrate its capacity to attract high quality students and staff. The College's curriculum focuses on high level instruction in pedagogy and pedagogical content knowledge. Practice-based learning through school partnerships and professional placements is of paramount importance in all of our undergraduate work in teacher education and the professionally related areas of Early Childhood Studies and Health and Physical Education.

Our staff and support teams help to deliver a worthwhile learning experience for students, including those who attend the College to participate in our Lifelong Learning programmes. The Governing Body is indebted to all staff for their energy and commitment to the College and its work.

The College has made significant progress in developing its scholarship and research profile which informs teaching and learning. This progress was marked in 2013-2014 when the College, for the second time in its history, entered the national research assessment exercise - the Research Excellence Framework.

The second stage of the DEL Review of Initial Teacher Education Infrastructure in Northern Ireland chaired by Professor Pasi Sahlberg was undertaken. Following consultation with all staff, the College presented a comprehensive Briefing Paper to the International Panel in December 2013 which articulated how it viewed the way forward and how it was performing when measured against international benchmarks. The paper presented an encouraging picture where Stranmillis University College compares favourably with best international practice. This 2013-2014 Annual Report presents our main achievements over the course of that academic year.

In May 2014 the College was also subject to review by another panel of experts as part of the Educational Enhancement Process (EEP) exercise conducted by Queen's University. In its report, published in June 2014, the Panel commended the College for its 'innovative activities', especially in the delivery of its Widening Participation and Community Engagement strategy. This Annual Report documents some of the highlights emerging from this important area of work which seeks to address some of the complex issues linked to educational achievement in Northern Ireland.

Relative to its size the College also has a track record of emulating best practice when it comes to international activity, something also acknowledged by the EEP Panel. The College has now moved beyond promoting student and staff mobility to the recruitment of international fee paying students, which is adding to the rich diversity of the College, with all the benefits this brings for students and staff.

During the 2013-2014 academic year, significant progress was also made in implementing the College's Estates Strategy with the opening following a substantial refurbishment of the iconic Stranmillis House, the oldest building on campus. Work on the historic Main Building also commenced following the College's success in securing additional funding to undertake much needed repairs.

Six long standing members of the Governing Body retired at the end of the academic year, having served their full eight years in office. A special thanks goes to Mrs Doreen Bell, Mr Neil Bodger, Mr Derek Capper, Rev Matthew Hagan, Dr Judith Harper and Mr Terry McGonigle for their valued contribution to the life and continuing success of the College.

The successes highlighted in this report were achieved through effective leadership and teamwork. These combined efforts demonstrate the commitment of all staff to the ongoing success of the College. Staff across the College have a right to be proud of these achievements and the continuing success and tradition of delivering excellence belongs to them.

**Professor Sir Desmond Rea, OBE MSc(Econ) MBA PhD**  
**Chairman of the Governing Body**



# PRINCIPAL'S INTRODUCTION

## THE UNIVERSITY COLLEGE'S MISSION IS:



*'To sustain a critical community of educational excellence in teaching and research in a shared environment where diversity is welcome, in order to meet the professional needs of society in Northern Ireland.'*



In the 2013-2014 academic year the College's commitment to excellence in teaching and learning was affirmed through a number of external exercises. The National Student Survey results once again confirmed the College's place in the top quartile ranking

of higher education institutions. Stranmillis is ranked joint 8th in the United Kingdom.

- ✓ A 91% satisfaction score in the National Student Survey was achieved.
- ✓ Personal Development remains the highest scoring section at 4.5 out of 5, closely followed by Academic Support and Teaching at 4.3 out of 5.

*The College also participated in a formal quality assurance exercise - the Educational Enhancement Process. In their final report A Panel of Experts, involving representatives from Queen's University and an External Reviewer, Professor Richard Dunnill from the University of Birmingham, commended the College for its 'innovation and learning' and in particular its innovative activities linked to its Widening Participation strategy.*

This innovation was also publically recognised when the College received the Prestigious Buttle UK Quality Mark Award.

This mark of excellence is awarded to Further and Higher Education providers in recognition of best practice in raising educational aspirations among young 'care leavers' and to help them access and succeed in education.



*Students' Union President Michael Pollock, Dr Anne Heaslett, Dr Bronagh McKee*



Susan Mueller, Buttle UK Quality Mark Manager, commented that:

*"The University College has amply displayed its dedication to and initiative in helping young people leaving care to receive an education and have the opportunity to succeed and move on to the next stage of their lives. Our Quality Mark is also a clear way for Stranmillis to demonstrate its credentials to partners, funders, inspectorates and the wider community – and importantly to the young people from care themselves".*

## NEW PGCE: INTERNATIONAL (PRIMARY)

An ambitious and innovative curriculum development project was undertaken in 2013-2014 to develop a PGCE International (Primary) course as part of a tripartite arrangement with Queen's University and Tenby Schools, Malaysia. Dr George Beale led the Stranmillis team, successfully building on the relationship he has built with Tenby Schools over the past seven years through the delivery of Professional Development programmes in Malaysia.

*Dr George Beale and Joanne Gardner at the signing of the Memorandum of Agreement for the International PGCE course between Stranmillis, QUB and Tenby Schools in Malaysia.*



## INVESTING IN THE STUDENT EXPERIENCE

Against the backdrop of significant national and local economic constraints, the College is able to report continued success in its income generation strategies. This included a 26% increase in income from part-time tuition fees. For the fifth year in succession the College was able to demonstrate its capacity to lessen its reliance on Department for Employment and Learning (DEL) funding. After



adjustment for deferred capital grants the College can report that it is able to secure 62% of its income from sources other than DEL.



In 2013-2014 the College invested £2.49m in capital projects. This included the refurbishment of the

iconic Stranmillis House which enabled the Main Building to be vacated while it undergoes a £2.81m upgrade. The first phase of the updating of the Refectory Building, including the development of a new Scholars Bar on the ground floor, represented a significant investment in the provision of high quality social facilities at Stranmillis. The landscaping of the campus was enhanced as a result of the demolition of two derelict buildings: the former Lagan Lodge and the old Technology Centre.

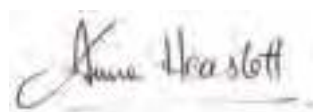
Stranmillis University College remains a popular and attractive provider of higher education with 1862 applications resulting in 243 students being admitted to undergraduate and PGCE programmes

on an annual basis. UCAS scores ranges from 290 - 380 points and student retention remains strong with an overall retention rate of 98%.

In 2013-2014 the undergraduate degrees awarded were 21% 1st, 55% 2.1, 23% 2.2 and 2% 3rd. Contrary to some media reports, Stranmillis graduate employment prospects continue to affirm the currency of our qualifications in the local, national and international job market. The most recent year for which figures are available (2012-2013) indicates a very positive picture with 75% of students in graduate employment, 17% engaged in further study, 8% engaged in other activities and 2% not in employment . (Sources: HESA Data)

In February 2014 the College made its presentation to the International Review Panel on the Structure of Initial Teacher Education in Northern Ireland. As part of that exercise the College reviewed its current practices and strategies against the international benchmarks adopted by the Panel. As a result Stranmillis can demonstrate that both in terms of ethos and practice it is '*Aspiring to Excellence*'.

This Report highlights some of the outstanding achievements of the 2013-2014 academic year. The following pages not only celebrate individual achievements, but demonstrate how the work of the College has extended its positive impact on the Northern Ireland community and beyond.



Dr Anne Heaslett  
Principal



# TEACHING EXCELLENCE

## STEM

The collective professional expertise of Stranmillis staff continues to bring creative, innovative and exciting new approaches to our work in this crucial area. STEM at Stranmillis is thriving, having recently been cited by external assessors as showing *'leading edge examples of innovation in all programmes'*.

### Hub of excellence in Primary Science

In 2013 Stranmillis was designated a hub for excellence in innovation and research in primary science by the Primary Science Teaching Trust. Through projects including the Playful Approaches to Science (PATS) Project, the Titanic Project, the Greenpower Project, and Sentinus, students were engaged in developing and evaluating new pedagogies and practices in partnership with local schools and science education experts.



If you are interested in any of the projects please contact John at [j.mccullagh@stran.ac.uk](mailto:j.mccullagh@stran.ac.uk) or Andrea at [a.doherty@stran.ac.uk](mailto:a.doherty@stran.ac.uk)

### The first 'Computing at School' Conference

The 'Computing at School Conference' in June 2014 was the highlight of an exceptionally successful year by Stranmillis staff in advancing the Computing in Education agenda within

Northern Ireland. In November the launch of the report 'Teaching Coding to Pupils in KS2 and KS3' preceded the report's authors, Dr Irene Bell and Mr Ian Simons, being awarded the 2013 Blackboard Education Technology Award. In June, conference delegates were spoilt for choice in selecting their workshops from the varied list of possibilities. There was everything from how to make a banana piano with Makey Makey through to making games using Scratch and Construct 2, courtesy of the 'NERVE Centre' Belfast, to advice on professional development. One delegate commented:

*'I have to say that the conference left me feeling extremely excited at the real untapped potential that we have here. With regard to the children and young people that we can inspire on a daily basis, the sky is the limit. Literally!'*



*The Computing at Schools Conference*

For further details about these courses please contact Dr Irene Bell at [I.Bell@stran.ac.uk](mailto:I.Bell@stran.ac.uk)

## Joining forces with the Lyric Theatre, Belfast.

This year saw the establishment of a new partnership between the College and the Lyric Theatre. Students enrolled on the Bachelor of Education (Technology and Design) degree course will undergo training at the Lyric Theatre during their third year of study. As part of the students' Advanced Electronics module, the Technology and Design students will complete a systems analysis of lighting and sound technologies operating at the Lyric, before undertaking a review of the provision for stage lighting and sound in the school of their placement. Such an exciting and innovative partnership plays to the strengths of Stranmillis and the Lyric to combine their skills in education and theatre to the benefit of students and schools across Northern Ireland.



*Dr Michael Ievers and Philip Crawford, Creative Learning Co-ordinator at the Lyric Theatre*

## A Titanic Project

Year 2 students also used the Titanic as a theme for their work; the 'Titanic Project' is one of the

College's Primary Science Teaching Trust Hub (PSTT) activities. This project involved the student teachers piloting and evaluating a selection of the enquiry science activities produced by a team of teachers, led by Jim McDaid (PSTT Teaching Fellow), for the PSTT Titanic Resource Pack which was launched in September 2014. This resource uses science investigations to map out the narrative of the Titanic story from its construction to its sinking. All of the primary schools involved - Botanic Primary School Belfast, Rowendale Integrated Primary School Belfast, Downey House Primary School Belfast, Orangefield Primary School Belfast, and Braidside Integrated Primary School Ballymena - reported high levels of pupil engagement and excitement about the resource.



*Titanic investigations!*



## Stranmillis supports the winning team!

Our Numeracy through Engineering work with Greenpower Education Trust had a major impact on both Primary and Post-primary schools. Fifty pupils from Botanic Primary School took part in Engineering Week during which they had the opportunity to trial teaching and learning resources developed by Year 1 Primary specialists in Numeracy and Science. Greenpower's Education Officer Ms Caron Buckingham-Ryder from Greenpower UK and Mr Stuart Christy, NI STEM Engineering ambassador, were at the event. This was the first time that primary pupils formally engaged with Engineering Week sponsored by the Institution of Engineering and Technology.



*At the Greenpower Engineers Week event*

Post-primary schools were not forgotten, and under the guidance of the Stranmillis STEM Graduate Intern, Glenn Stewart, Newtownabbey Community High School won the 'Best Portfolio Award 2014'. This portfolio was a collection of learning resources produced by Glenn and the pupils. The engineering work culminated in an outstanding event at Nutts Corner race track in May 2014.



*Above: Newtownabbey Community High School who won the '2014 Best Portfolio Award'.*

*Below: the winning team with Stranmillis Intern Glenn Stewart.*





## Video- Supported Pedagogy in STEM

Micro-teaching has now been very successfully embedded into the College's partnership work with Lumen Christi College in Londonderry for all our Year 1 BEd Mathematics and Science students. Prior to their visit to Lumen Christi and their first ever classroom teaching experiences, our students had the opportunity to use video to analyse and critique their teaching in collaboration with their peers. This greatly enhanced the quality of their teaching and crucially made the students much more reflective in their thinking. This development has been described in the recent Educational Enhancement Process Report as *'a leading edge example of innovation using technology'* and the research findings have been presented at the Teacher Education Advancement Network (TEAN) annual conference in May 2014. As a result, funding has been secured from the Standing Conference on Teacher Education North and South (SCoTENS) to continue to research into the use of video within ITE in partnership with Trinity College Dublin. The success of this work has resulted in a review of our BEd Post-primary programme, ensuring that all subject areas are now undertaking this teaching methodology.



A Year 1 student on video at Lumen Christi

## Women in Mathematics Day Ireland

In May 2014 the 3rd Women In Mathematics Day, Ireland (WIMDI) took place at NUI, Galway. The day included presentations and posters by women active in mathematics, mathematics education and industry, at a variety of career stages. This year's event began with a keynote address entitled *"Coming Down the Mountain? A Journey from Pure Maths to Maths Education"* by Dr Patricia Eaton of Stranmillis University College. Dr Eaton presented the case for a closer relationship to be established between mathematicians and mathematics educators. She contends that the task of inspiring the next generation with a love of and interest in mathematics falls to all involved in mathematics and not just those explicitly involved in mathematics education.



Dr Patricia Eaton (left) and colleagues at the Women in Mathematics Day - May 2014

## EARLY CHILDHOOD STUDIES AND EARLY YEARS EDUCATION

The College has a long and distinguished history in the development of provision for the child and early stages of learning. Early Childhood Studies and Early Years Education cannot be considered in isolation. Childcare has gained international recognition as having an 'educational purpose'. The need to pursue this common view of the child's learning and development demands that we focus on creating an integrated workforce based on interdisciplinary working. The College has therefore consistently argued that Early Childhood Studies is the first important part of the Teacher Education continuum.



*Pre-schoolers on campus*

The Department of Children and Youth Affairs (DCYA) and Quality and Qualifications Ireland (QQI) Agency have this year advised that the BA (Hons) and MA Early Childhood Studies degrees meet the qualifications criteria for the higher capitation rate for pre-school leaders and are recognised for the Major Award in Childcare/Early Childhood Education. This means that the University College has joined the list of approved universities in the Republic of Ireland with awards recognised through the National Framework for Qualifications (NFQ).

Significant projects carried out in the 2013-2014 academic year included:

### Playful Learning

One of the highlights for Early Years Education this year was the delivery of the professional development course entitled 'Supporting Playful Learning in the Foundation Stage of Primary Schools' at a range of learning hubs across Northern Ireland. The aim of the programme was to respond to the recently published Learning to Learn.

Framework (DENI, 2013). This innovative venture has been extremely well received and the course has been successfully delivered in a series of local hubs, namely at Millisle PS, Millisle, Limavady PS and Glendermott PS, Londonderry/Derry, Fairview PS, Ballyclare, St Patrick's PS, Mayobridge and Stranmillis University College, Belfast. A full programme is in place for the next number of academic years.



*Dr Glenda Walsh teaching the 'Playful Learning' course at a learning hub*

## Parents and Pre-schoolers on Campus

In May 2014, 13 parents, 16 pre-school aged children and staff from a Belfast Day Nursery enjoyed a morning of activities on campus. The central aim of the project was to offer insights to parents regarding Higher Education, not simply as a future aspiration for their children, but also themselves. Facilitated by Stranmillis Early Childhood Studies (ECS) students in the Early Years Centre in the Orchard Building, the children engaged in play-based learning, created a banner, enjoyed a physical exercise activity in the sports hall and played outdoor games.

It was not just the children who were having fun; through the use of an interactive physical workshop entitled *Musical Chairs with a Difference* the parents were given the opportunity to express what they felt to be the real barriers to educational success. The parent workshops concluded with a practical demonstration of *Children Expressing Emotions through Play*. Parents experienced time on campus, while the content of the session directly contributed to their parenting skills and knowledge. Everyone involved in the initiative was very satisfied with the outcomes and one parent summed up the day:

*'I now understand that I am capable of attending university and despite family life I could work around this to further my own education. Thanks for this opportunity. It has given me the confidence to look at my future in a different light'.*







## Ballyfermot Partnership Project

Dr Glenda Walsh, Dr Andrea Doherty and Dr Dorothy McMillan conducted a project for the Ballyfermot Partnership to evaluate the impact of a cross-sectoral training programme on the implementation of the Early Years Curriculum Framework in the Republic of Ireland. The project report was launched by Frede McBride, Chief Operations Officers of the Children and Family Agency on Wednesday 30th April 2014.



*The Ballyfermot Partnership*

## Promoting Outdoor Learning

In June 2013, P2 children from Donegall Road Primary School took part in an outdoor learning experience, planned by the Stranmillis PGCE students.

One group of children were told that poachers were approaching the Safari Reserve (in the College grounds) and it was up to the children to find all the animals and bring them back to safe enclosures. The children used a tally chart to record the number

of each type of animal and to ensure that all animals had been found safely.

Another group offered activities based on 'James and the Giant Peach'. The mission was to rescue James and challenges included rolling and throwing melons and peaches to knock down James's wicked aunts, painting mini beasts and collecting puzzle pieces to find out where James was hidden. The children also had the opportunity to make musical instruments using natural materials. The activity finished with children playing their instruments in celebration of James's safe return home.

The third group offered 'I'm a P2, Get Me Out Of Here!' Children used their senses to identify food items while blindfolded and took part in a physical activity, 'Run Forest Run'. Finally they were given the challenge of building a shelter from natural materials.





## OUTDOOR LEARNING



Outdoor learning on campus with pupils from Donegall Road Primary School



## The Bubbly Mathematical Show

Over 250 Key Stage 1 pupils attended a Bubbly Mathematical Show at Stranmillis University College on Friday 18th October 2013 in celebration of Maths Week Ireland. During the show, Bublitz, the mathematical clown, used magical soap bubbles and giant balloons to illustrate the mathematical fundamentals of shape, space and measure. Key Stage 1 pupils from Blythefield PS, Botanic PS, Donegall Road PS, Fane Street PS, Taughmonagh PS and Tullycarnet PS came to the Drama Theatre for the one hour show with a clown who has a real love and passion for mathematics.

## Playful Approaches to Science

Dr Andrea Doherty with Dr John McCullagh (STEM) continue to offer The Playful Approaches to Science optional module to Year 3 and 4 students which involves co-teaching with a classroom teacher. This optional module has proved very beneficial in developing worthwhile Early Years Education experiences for our BEd students. Students and teachers plan a series of science lessons that use play and/or playful approaches as the vehicle for teaching and learning. The number of students taking this module has doubled, reflecting the interest in early years and playful pedagogies.



*The Bubbly Mathematical Show*

## EDUCATION STUDIES

### MEd Specialist Option

A notable innovation in the academic year 2013-2014 was the introduction of the new MEd specialist option in Education Studies. The two new modules which ran over the two semesters - *Gifted and Talented Education* and *Tackling Underachievement* - both recruited well and had very positive feedback from students. The third new module in the specialist option, which focuses on educational disadvantage, will run in 2014-2015. The other existing MEd specialist option in Pastoral Care - *Healthy Minds, Healthy Bodies* - also continued to recruit well.

We were delighted to celebrate the graduation of the first cohort of MEd Pastoral Care students in December 2013.



MEd graduates, December 2013

### Massachusetts Partnership

Developing partnerships and engaging with stakeholders remains a priority for Education Studies. This year a valuable new partnership was

established with Professor James Nehring of the Graduate School of Education at the University of Massachusetts, Lowell. As part of his Fulbright Scholarship Professor Nehring had been carrying out international research in raising educational attainment in schools in contexts of disadvantage. During his stay Professor Nehring contributed to undergraduate teaching at Stranmillis. He directed an exciting interactive Master's session on collaboration and raising achievement via videoconference, co-teaching with Dr Sharon Jones.

Professor Nehring reflected on his time at Stranmillis, saying:



Professor James Nehring and The GSE, Lowell

*'Colleagues at Stranmillis were very helpful in orienting me to the education system in Northern Ireland and providing information about schools for my research. On several occasions I also had the opportunity to guest teach in courses, making presentations on the cultivation of professional learning communities in schools to foster student learning, particularly in schools serving high poverty neighbourhoods, as well whole-school traits associated with high performance. I look forward to staying in touch with my new friends at Stranmillis and finding ways to continue to collaborate.'*

## Health and Physical Education - Impacting on policy and practice

In February 2014 Stranmillis University College hosted a 'Food in Schools' conference in partnership with the Department of Education, the Department of Health, Social Services and Public Safety and the Public Health Agency. The conference follows on from the launch of the 'Healthy Food for Healthy Outcomes: Food in Schools Policy' in September 2013. The policy document developed jointly by the Department of Education (DE) and Department of Health (DHSSPS) draws together a number of existing strategies and encourages a 'whole school approach' to all food and drink provided and consumed in schools.



*Education Minister John O'Dowd at the 'Food in Schools' conference - February 2014*

## Arts and Humanities making a significant contribution to Degree Enhancement

This year the first cohort completed the Degree Enhancement programme in Music, with two students completing the Certificate in Music Teaching (CMusT) and four completing the Advanced CMusT. The CMusT programme has provided students with at least 12 annual keyboard skills lessons and they have participated fully in College ensembles. Annually they are required to perform and evaluate their music-making in a *viva voce* examination. The Advanced CMusT is designed for students who have highly proficient keyboard skills and who have completed the CMusT programme to engage in musical professional development.

Learning outside the classroom now forms an integral part of the Area of Learning Specialism and participation by collaborative partnerships account for over 50% of the modules taught in this area. The introduction of the Area of Specialism in Drama led to the first cohort going through the Leadership in Learning and Teaching module, resulting in a very successful Theatre-in-Education collaboration with Ballykeel Primary School.





## ARTS AND HUMANITIES



*Performing a cyberbullying drama for Ballykeel Primary School*

# PROFESSIONAL LEARNING PARTNERSHIPS

**Building collaborative professional learning partnerships is critical to all undergraduate programmes in the College. Some significant developments in 2013-2014 were as follows:**

## INTERSHIPS PROGRAMME

Through its partnerships Stranmillis was able to offer eight Joint Graduate Internships. The Programme for 2013-2014 included:

### The Barnardo's Partnership

Through the Barnardo's Project Stranmillis graduates delivered innovative education programmes in schools to engage children and young people in learning and support attainment in literacy and numeracy.

Tullycarnet Neighbourhood Renewal Partnership facilitates schools and statutory, voluntary and community groups who wish to work together to bring about positive educational improvement. Barnardo's is the lead agency of this partnership project.

Newtownabbey Family Connections is a programme funded by Big Lottery Fund and is aimed at improving educational outcomes for children and young people. The service works with five schools in Newtownabbey to deliver integrated services in partnership with parents and children.

*Interns, College staff and special guests from participating organisations at a presentation event in June 2014*





## **The CAP (Christians Against Poverty) Project**

In partnership with CAP (Christians Against Poverty) a Stranmillis intern was able to design and deliver innovative, financial education programmes in schools to engage children and young people in learning about better financial management and budgeting.

## **ASPIRE Project**

The ASPIRE internship project with Movilla High School, Newtownards was designed to break the cycle of poor education and health outcomes for children through the medium of co-curricular

activity, where confidence, self-belief and a vision for what is possible in their lives is nurtured. Mrs Caroline Karayiannis (Principal) was the mentor for the project

Rachel Brolly, Jane Morrow and Glenn Stewart worked with the Primary Science Teaching Trust (PSTT) Northern Ireland HUB for innovation and research in primary science education under the direction of Dr John McCullagh and Dr Andrea Doherty. The second project, in conjunction with Greenpower, involved developing numeracy through engineering under the direction of Dr Irene Bell.

Under the direction of Andy Brown, the Literacy interns, Rebecca Brown and Ashleigh Gault, supported teacher education students by circulating a 'Literacy App of the Week' for debate and discussion. They also transformed module resources into i-books for staff.

Colin Irwin and Jonathan Trimble supported the Stranmillis Careers and Employability Team by coordinating the Careers Fair in February and in the design of a Classroom Resources Website for Teacher Education students. Dr Ken Gibson and Mrs Ciara Love provided guidance and direction for the projects.





## Associate Placement Assessor (APA) visits for all final year BEd students!

In 2013-2014 we introduced an 'APA model' by engaging principals and senior teachers who have well established links with our Programme Teams through input across a number of areas designed to enhance the student experience.

We invited our 37 newly appointed APAs to observe, grade and provide feedback to Year 3 and 4 BEd students in their placement schools. The APAs reported that they found the opportunity to visit and assess students outside their own school contexts to be a valuable personal and professional experience, while Stranmillis tutors have embraced the increased opportunity to have their professional judgements of student competence affirmed.

*'Having the opportunity to engage with students on work based placement has not only been a privilege, but has allowed us as assessors to gain an invaluable insight into the effort and dedication that student teachers put in to the training they complete. To be guests in other schools and gain experiences across our education community can only benefit everyone involved in this combined process of preparing our future teaching generation.'*

*Stephen Harrison,  
Principal, Gilnahirk Primary School.*

## Cycle Leadership Training

A successful partnership was forged between the College, Cycling Ireland and Sport NI. Through this partnership funding was obtained to enable a cohort of students to access high quality cycle leadership training at no cost to the participants or the College.



Associate Placement Assessors

# INTERNATIONAL DEVELOPMENT

While international outreach remains one of the strengths of the Stranmillis learning experience, attracting international fee paying students has been a major development which will have significant potential for the College. The emergence of the PGCE International (Primary) with Tenby Schools Malaysia, and the IfSA (Institute for Study Abroad) Butler Programme require a new level of innovation in the delivery of teaching and learning. The examples of international engagement outlined below demonstrate how the College's work and the experience of students are being enriched through international experience.

## INTERNATIONAL OUTREACH STUDENT MOBILITY

To date 2013-2014 has been the most successful year for International Outreach. Forty students went to a wide variety of destinations in Europe through the Erasmus programme, whilst through the International programme, 14 BEd students had the opportunity to visit Hong Kong, The People's Republic of China, the United States, Uganda or Zambia. A grand total of 59 Erasmus and international students had reciprocal visits to Stranmillis, including three students from China and an Irish-American scholar.

In addition, funding provided by our partner, Tenby Schools, allowed four BEd Primary students to undertake a four-week school-based placement in Malaysia. A further Year 3 BEd student spent three weeks in The Doane Stuart School, New York State, whilst a group of five students (along with five students from St Mary's) had the opportunity to visit India at Easter, through the University College's DMU programme. This visit was in conjunction with Dr Christine Burnett, of the charity, Saphara.



## Saphara: India Easter 2014

Five Stranmillis students (Hollie Heaney, Lauren Hamilton, Hannah Phoenix, Jonathan Blair and Louise Hewitt) and five St Mary's students (Michaela Mulholland, Clare Hanna, Nicole Lambertson, Niamh Lynch and Rebecca Ramsaigh), along with tutors Dr Pamela Moffett (Stranmillis) and Martin Hagan (St Mary's), had an exciting teaching trip to India as part of the colleges' joint DMU programme.

To read the full story, go to [www.stran.ac.uk](http://www.stran.ac.uk) click on Latest News and scroll down.



*Teaching in India - 'Truly Inspirational and Life-Changing'*





## INTERNATIONAL OUTREACH – STAFF MOBILITY

In 2013-2014, three members of staff undertook staff mobility visits to Spain, Sweden and Austria. The Head of International Development also attended the annual Erasmus Symposium, this year held at Agder University in Norway.

### Visiting International Academics

Visiting lecturers to Stranmillis in 2013-2014 emanated from a range of international destinations, including Sweden, Denmark, Germany and the USA. Professor Peter Karlsudd from Linnaeus University, Kalmar, Sweden provided the keynote talk for students on International Day in November. Helen McBride, from the British Council also spoke about the Study USA programme. In addition there were

some very lively inputs from Stranmillis students and staff! The event was attended by around 200 students.

Professor Karlsudd remained at Stranmillis for a total of six weeks, during which time he observed and taught classes, undertook research, engaged in professional dialogue with colleagues and visited a range of schools. A further four tutors from Linnaeus also visited for four days, visiting classes and team-teaching with Stranmillis colleagues.

There were a number of visits by American tutors throughout the year and in June the International Office hosted a group of Master's-level students from John Brown University, Arkansas and their tutor, Dr Gloria Gale, for a five-day visit.



# ENHANCING EMPLOYABILITY

## DEGREE ENHANCEMENT



Students on the  
Primary Movement Course

In 2013-2014 Stranmillis University College continued to develop the area of Degree Enhancement in order to further enhance

employability and transferable skills. A number of new courses were added to the portfolio of existing programmes and students were able to gain recognition and reflect on the skills gained through this valuable aspect of their time in College. Stranmillis also increased the number of partner organisations working with our students, providing useful enhancement opportunities and 2013-2014 saw new courses in, for example, Food in Schools, Primary Movement and Young at Art.

### Primary Movement

'Primary Movement' is a unique movement programme, designed by Dr Martin McPhillips from the School of Psychology at Queen's. The movement programme has been shown to have significant impact on the educational attainments of children with specific learning difficulties. The course was made available to a group of 19 Year 4 students and delivered by Dr Gillian Beck of Stranmillis and Dr McPhillips. Students appreciated the opportunities provided to enhance their portfolio during their time of study in College, and as one student who attended stated:

*"The course has been invaluable in developing my knowledge. Having this training is a real selling point for employability."*

### All about Plays



Young at Art is an organisation which promotes creativity with young children. One of its remits is to develop practitioner knowledge and skills in relation to promoting creativity in the young child. The Degree Enhancement course 'All About Plays' is a useful and appropriate training course, suitable for ECS, PGCE and BEd

students. It was designed to enhance students' confidence and skills in promoting creativity in young children by introducing students to practical strategies to use in the Primary classroom and Early Years settings which can be linked to curricular areas and easily implemented on a daily basis. Its content fits particularly well with the Pre-school and Foundation Stage curricula and the course endorses suitable playful approaches to learning. It was very much enjoyed by the 44 students who attended the course.

### A Taste of Food in the Curriculum

Following the successful Food in Schools conference more than 20 Stranmillis students took part in a Degree Enhancement course entitled A Taste of Food in the Curriculum. The course was coordinated by Dr Judith McLaughlin and delivered by Judith Hanvey, Glynis Henderson, Dr David McKee and Stephen Wallace, and included teaching on the Food in Schools Policy, nutritional information, food hygiene and storage, risk assessment and safety and cross-curricular links and resources. The students found it a very worthwhile programme and it is hoped to run it again in 2014-2015.







# WIDENING PARTICIPATION AND COMMUNITY ENGAGEMENT: ADDRESSING UNDERACHIEVEMENT

Widening Participation and Community Engagement are central to the College's mission. Widening Participation principles lie at the heart of our commitment to raising educational aspirations and addressing underachievement in our society.

By working with key partners, the College was able to offer a variety of activities to achieve our Widening Participation objectives. Some of the highlights were as follows:

## Making Music Workshop

In conjunction with professional musicians from the 'Making Music Workshop', in November 2013, pupils from Malone College in Belfast came to Stranmillis to write and record a new song. The workshop enabled pupils to feel what it would be like to be a university music student. All pupils got fully involved in writing the lyrics to the song, composing the music and recording the track. It was a lively affair and because of the professional guidance the rewards were there for all to hear in a catchy and memorable song, 'A School Like No Other' that reflected their school's ethos and personality.



*Pupils from Malone College ready to make music!*

## Stranmillis Enterprise Challenge

In June 2013, Stranmillis Year 2 Business and Enterprise students facilitated an interactive programme for pupils from The High School, Ballynahinch and St Malachy's High School, Castlewellan. The event required participants to develop and promote an 'Eco Theme Park', and focused on helping the pupils to develop enterprising skills including problem solving, teamwork and creativity. Afterwards a teacher from St Malachy's High School, commented:

*"We had a great day at the enterprise event. The students at Stranmillis had carefully planned the activities which were engaging and fun. The Year 10 pupils thoroughly enjoyed the workshop and were able to develop their enterprise skills throughout the day. A fun day for all!"*



*Pupils from Ballynahinch and Castlewellan developing enterprising skills*

## First Annual Community Interventions Exhibition

In December 2013 the foyers on all floors of the Central Building were buzzing with an open resources exhibition to showcase the work of local community interventions targeting children, young people and families experiencing disadvantage and/or adversity. The event was open to all students and staff to highlight how community interventions raise educational aspirations and

attainment, and promote the wellbeing of children and young people. The aim of the programmes on display was to improve outcomes for all children but with a particular focus on reducing the inequalities between the most disadvantaged and the rest. The exhibition was informative yet informal and provided, for the first time, excellent opportunities for organisations to discuss their work with Stranmillis students and staff and to disseminate their work by providing information leaflets, flyers and resources.



*At the Community Interventions Exhibition*

# WIDENING PARTICIPATION THROUGH PROFESSIONAL DEVELOPMENT AND LIFELONG LEARNING

Continuing Professional Development refers to structured career development and skills enhancement, and Stranmillis University College in 2013-2014 continued to develop its range of innovative professional development courses. There was a 14% increase in numbers attending CPD courses on the Stranmillis campus and an increase in the number of partner organizations working with us in this important area.

## Learning Hubs

As well as an increase in numbers attending courses at Stranmillis the concept of Stranmillis Learning Hubs, introduced in 2012-2013, continued to be developed this year with a total of 18 schools expressing an interest to become involved. Learning Hubs provide an opportunity for schools across

Northern Ireland to avail of Stranmillis Continuing Professional Development opportunities at a regional venue that may be more convenient. Each Learning Hub, usually a school, acts as a venue for its own staff as well as staff from neighbouring schools or the local area, to come together to avail of the expertise of Stranmillis CPD staff.



Stranmillis University College Learning Hub Locations 2012-2014

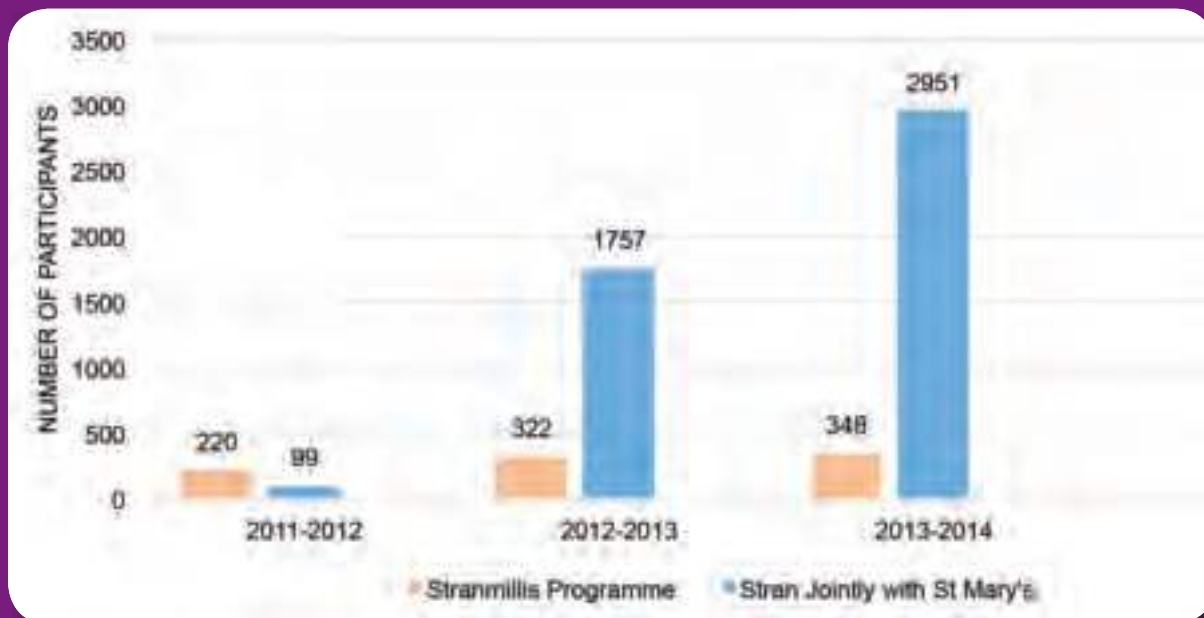


## Professional Development Courses

Stranmillis also makes a considerable impact on education in Northern Ireland by providing bespoke professional development courses for schools or other educational establishments, delivered by our expert staff. In 2013-2014 we provided staff training on Protecting Young Children to two playgroups - St Mary's on the Hill and St Bernard's - both in Newtownabbey. The staff found the training provided by Dr Bronagh McKee to be invaluable and the feedback at the end of the course from those who attended was excellent.

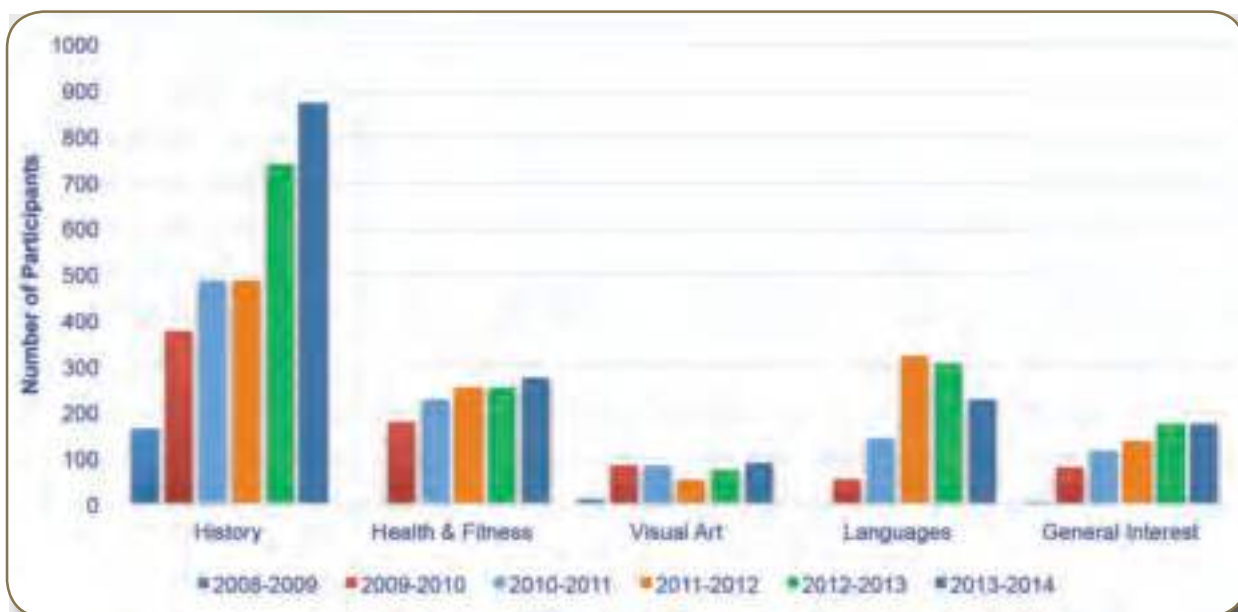
The graph shows the numbers who attended CPD courses through the Stranmillis programme, including those courses on the Stranmillis Campus, delivered in school or through our Learning Hubs. It also indicates the numbers who attended CPD courses through our joint funded projects with St Mary's University College, namely the International Fund for Ireland-funded CREDIT (Classrooms Reimagined: Education in Diversity and Inclusion for Teachers) project and the Department of Education-funded Special Educational Needs Continuing Professional Development Literacy Project. Finally it shows the number of students who attended the CPD course delivered by Stranmillis staff in Malaysia through our partnership with Tenby Schools.

## SHARED CPD PROGRAMMES 2011-2014



# LIFELONG LEARNING (EXTRA MURAL)

The 2013-2014 academic year saw a 21% growth in the number of people participating in the Lifelong Learning (Extra Mural) classes.



There was a further broadening and refinement of the Lifelong Learning Programme with a range of new courses in Irish History, our ever-popular 'Hidden History' Walking Tours, Archaeology, 'The Big House in Ireland', Anglo-Irish Literature and Philosophy. In particular the public were offered an extended series of Historical and Cultural day tours including a unique James Joyce Tour of Dublin and 'Georgian Ireland Revisited'.

## A participant commented:

*'We have just enjoyed the tour to Dublin and visits to places immortalised by James Joyce in his books. The trip was excellent and very well planned – a not to be forgotten experience.'*



On the James Joyce tour of Dublin

During the year the College's profile in Lifelong Learning was greatly enhanced by extensive media coverage. In the Spring our annual series of public Lunchtime Talks attracted record numbers of the general public and favourable media publicity.

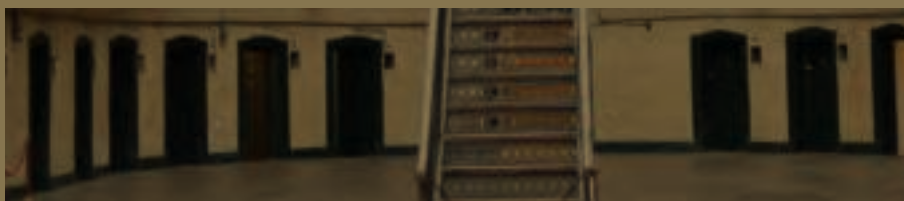
The year ended with a highly successful event to celebrate the 'coming of age' of our unique Stranmillis Adult Education brand. This included a fascinating talk on 'Ireland and the First World War' by historian and regular Lifelong Learning tutor, Mr Jim McDermott.



*At the Lifelong Learning Celebration, June 2014.*



#### *Lifelong Learning Dublin Trip*

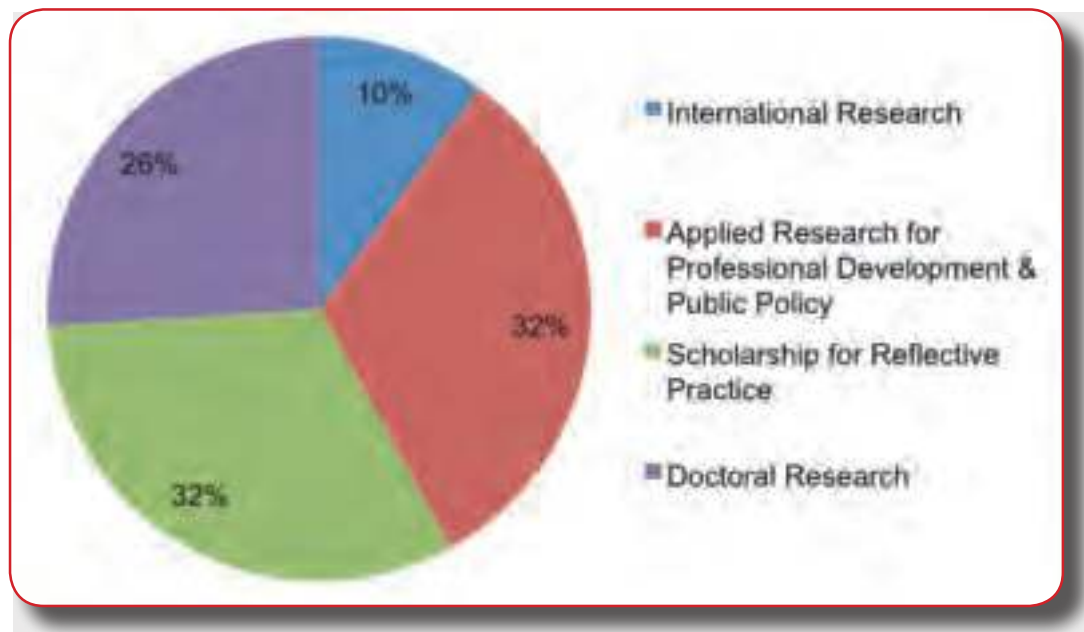




# EXCELLENCE IN RESEARCH/SCHOLARSHIP

Stranmillis University College is recognised as one of the country's foremost providers of education for the public services, particularly in research-led and research-based teaching, applied and evaluative research.

## THE SCHOLARSHIP – RESEARCH CONTINUUM



### Note:

#### International Research

REF-quality academic researchers, engaging in research which advances knowledge and debate within their respective disciplines at national and international levels.

#### Applied Research for Professional Development and Public Policy

Evaluative and applied research which informs professional development or public policy.

#### Scholarship for Reflective Practice

Research and study which informs professional practice, through small research projects and scholarly activity, with outputs in professional journals, periodicals, conferences and smaller peer-reviewed academic journals.

#### Doctoral Research

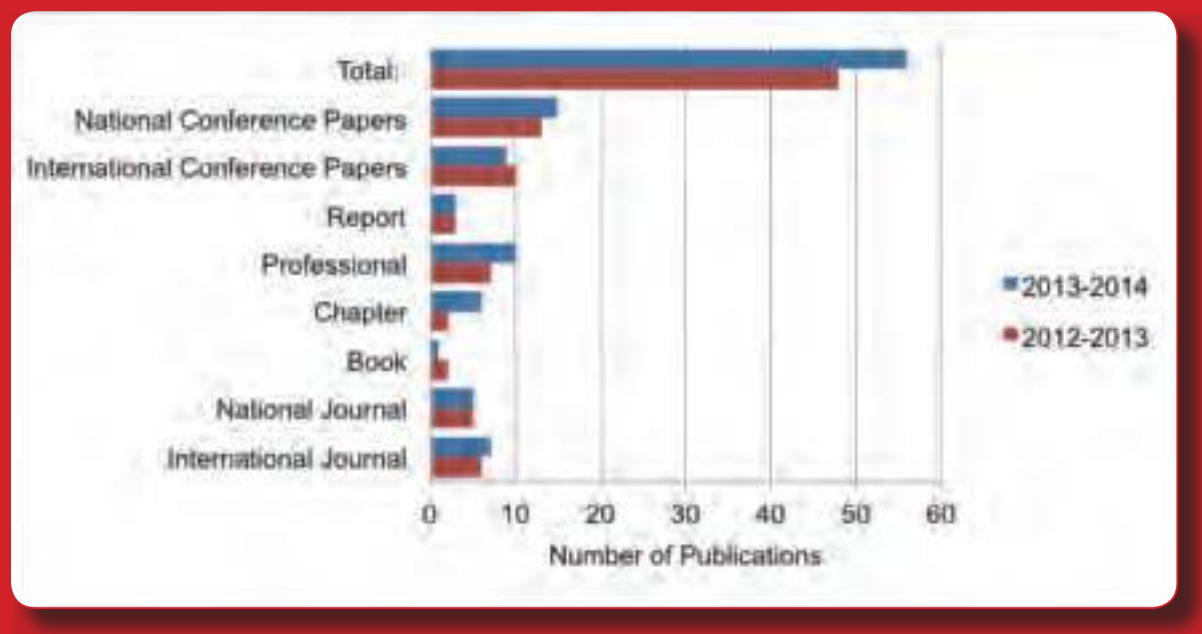
Original, high quality research undertaken for a doctoral-level qualification.

Our strategic research and scholarship goals are to continue to develop a sustainable and ethical research culture, to extend and develop high quality activity across the College and to develop research of national and international quality in a number of clearly defined areas.

Early Years and Inclusion and Diversity provide the overarching framework within which individuals and teams develop their research activity. This provides the basis for a strong and cohesive

research environment, evidenced by our research achievements. In adopting a collaborative strategic approach the College has significantly increased the generation of publications, contributed to the development of policy and offered a critique of dominant ideological discourses to inform teaching and learning.

## RESEARCH AND SCHOLARLY ACTIVITY OUTPUTS 2012-2013 AND 2013-2014



The large scale funding secured for the joint projects with St Mary's University College – CREDIT (£900k over 3 years) and SEN Literacy Development (£4m over 3 years) continued in 2013-2014. The College was successful in increasing its other research income by 4%.



## INTERNATIONAL JOURNALS

Dunn, J, Niens, U and McMillan, D (2014) "Cos he's my favourite character!" A children's rights approach to the use of popular culture in the teaching of literacy. *Literacy* 48 (1), pp 23-31.



Drummy C, Breslin G, Davison, G W, McKee D and Murphy, M H (2014) Correlates of pedometer determined physical activity in 4-5 year old children, *Journal of Sport and Health Research* 6 (1) pp. 75-86.



Gray, C and Donnelly, J (2013) Unheard voices: the views of traveller and non-traveller mothers and children with ASD. *International Journal of Early Years Education* 21 (4) 268-285.

Greenwood, R (2013) Subject-based and cross-curricular approaches within the revised primary curriculum in Northern Ireland: teachers' concerns and preferred approaches. *Education* 3-13 41 (4) pp. 443-458.

Murphy, C, Bianche, L, Kerr, K, and McCullagh, J (2013) Scaling up higher order thinking skills and personal capabilities in primary science: Theory-into-policy-into-practice. *Thinking Skills and Creativity* 10, 173-188.

Purdy, N and McGuckin, C (2014) Disablist Bullying in Northern Ireland and the Republic of Ireland: An investigation of student teachers' knowledge, experience, and confidence. *European Journal of Special Needs Education* 29 (4) 446-456.

Walsh, G and Hunter, T (2013) From Policy to Practice?: The Reality of Play in Primary Schools in Northern Ireland. *International Journal of Early Years Education* 22 (1) 19-36.

## NATIONAL JOURNALS

McCullagh, J F, Bell, I, Corscadden, F (2013) How does video analysis support student teachers in the very early stages of their initial teacher education? *TEAN Journal* 5(3), pp.38- 51.

Purdy, N and McGuckin, C (2013) Treating ignorance with ignorance: A cross-border Irish study of student teachers' knowledge, experience, and confidence in dealing with disablist bullying. *Trinity Education Papers* 2 (2) pp. 36-51.



Niens, U, Mawhinney, A, Chiba, Y and Richardson, N (2013) Opting Out or Opting In? Conscience clauses, minority belief communities and the possibility of inclusive religious education in Northern Ireland. *British Journal of Religious Education* 35 (3) pp. 236-250.

Mawhinney A and Niens U, Richardson N, Chiba Y (2013) Acculturation and religion in schools: the views of young people from minority belief backgrounds. *British Educational Research Journal* 39 (5) 907-924.

McGuinness, C, Sproule, L, Bojke, C Trew, K and Walsh, G (2013) Impact of a play-based curriculum in the first two years of primary school: literacy and numeracy outcomes over seven years. *British Educational Research Journal* 40 (5) 772-795.



## BOOK CHAPTERS

Burgess, F (2014, in press) 'Reflections of a Northern Ireland Music Teacher'. In: T Buchborn and T De Baets (Eds) *European Perspectives on Music Education 3: The Reflective Music Teacher*, Helbling.

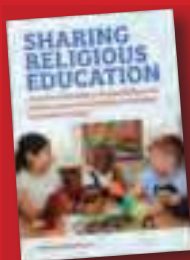
Phoenix, E. (2013) Catholic Unionism: a case study: Sir Denis Stanislaus Henry (1864-1925). In O P Rafferty [Ed] *Irish Catholic Identities*. Manchester: Manchester University Press, pp. 292-304.

Murphy, C, McCullagh, J F, and Doherty, A (2014) Developing reflective practice through coteaching. In S Rodrigues (Ed) *Handbook for Teacher Educators*. Rotterdam: Sense.

Purdy, N (2014) Providing for Special Educational Needs. In: J Arthur and T Cremin (Eds) *Learning to Teach in the Primary School*, London: Routledge.

Purdy, N (2014) Providing for Special Educational Needs. In J Arthur and T Cremin (Eds) *Learning to Teach in the Primary School*, London: Routledge.

Richardson, N (2014) Religious Education at Schools in Northern Ireland. In M Rothgangel, R Jackson and M Jäggle (Eds) *Religious Education at Schools in Europe – Part 2: Western Europe*. V and R Unipress / Vienna University Press.



## BOOKS

Richardson, N (2014) *Sharing Religious Education: A brief introduction to the possibility of an inclusive approach to RE in Northern Ireland*. Birmingham: RE Today Services / Christian Education Publications.

## RESEARCH REPORTS

Ní Áingléis, B, Connolly, C, Eason, G, O'Connor, G, Ó Conaill, N, Farrar, M, Slevin, P and Ó Néill, S (2013) Supporting the role of the Supervising Tutor on School Placement – A Report for the Standing Conference on Teacher Education North and South. Armagh: SCoTENS.

Purdy, N and McGuckin, C (2013) Cyberbullying and the Law. Armagh: SCoTENS.

Simons, I and Bell, I (2013) Teaching Coding to KS2 and KS3 Pupils. Belfast: Stranmillis University College Belfast.



*Caption: Dr Irene Bell (left) at the launch of 'Teaching Coding to KS2 and KS3 Pupils'*

## PROFESSIONAL JOURNALS AND PERIODICALS

Breslin, G, Haughey, T, Donnelly, P and McKee, M (2013) Research in Assessing Physical Literacy in Northern Ireland. International Council of Sport Science and Physical Education (ICSSPE) Bulletin, *Journal of Sport Science and Physical Education*, Vol 65.

Breslin, G, Haughey, T, Donnelly, P, McKee, M (2013) Physical Literacy Co-ordinators and Active School Partnerships in Northern Ireland, International Council of Sport Science and Physical Education (ICSSPE) Bulletin, *Journal of Sport Science and Physical Education*, Vol 65.



Greenwood, R (2013) My Place: Belfast. *Teaching Geography*, Vol. 38 (3) pp. 122-123.

Greenwood, R (2013) Curriculum Lessons? *Primary Geography* 82 pp. 16-18.

Haughey, T, Breslin, G, Toole, S, Donnelly, P and McKee, M. (2013) Developing Physical Literacy through Coaches – A Northern Ireland Perspective, International Council of Sport Science and Physical Education (ICSSPE) Bulletin, *Journal of Sport Science and Physical Education*, Vol. 65. 253-257.

Nelson, J (2014) Learning the Skills of Forgiveness through Primary RE. *RE Today* 31 (2) p.14.

Purdy, N (2013) Tackling Bullying in Schools. UTU News – *The Journal of the Ulster Teachers' Union*, September 2013.

Purdy, N (2014) Student teachers @twitter? #whatevernext? *Special (NASEN publication)* March 2014, pp.46-47.

Purdy, N (2014) Cyberbullying by parents and pupils takes toll on teachers. *The Conversation*, published 21st April. Available online at: <https://theconversation.com/cyberbullying-by-parents-and-pupils-takes-toll-on-teachers-25679>

Walsh, G (2014) 'Play Away', *NI4Kids*, April, p. 8.

## STAFF CONTRIBUTION TO KEY EVENTS AND CONFERENCES

### Conference Papers

Casserly, A, Tiernan, B and Moffett, P. Early Number Concepts: Key Vocabulary and Supporting Strategies. Paper presented at IATSE Conference "Relationships - Learning Together", All Hallows College, June 2014.

Casserly, A M, Moffett, P and Tiernan, B. Early number concepts: Key vocabulary and supporting strategies. In S Pope (Ed.) *Proceedings of the Eighth British Congress of Mathematics Education*, University of Nottingham, Nottingham, pp. 9-56. April, 2014.

Eaton, P, Horn, C, Liston, M, Oldham, E and O'Reilly, M. Developing an Instrument to Explore Mathematical Identity: A study of students from several Third Level institutions in Ireland. Paper presented at the Association for Teacher Education in Europe 38th Annual Conference, Halden, August 2013.

Eaton, P., McKenzie, L., McCracken, O. and Richardson, N. Teachers' Reflections on Community Relations and Diversity: A Northern Irish Perspective. Paper presented at the Fourteenth International Conference on Diversity in Organizations, Communities, and Nations, Institute for Gender and Diversity in Organizations, Vienna University of Economics and Business, Vienna, Austria, 9-11 July 2014.

Greenwood, R. Learning outside the classroom: an example of outdoor work with Year 1 BEd students and KS2 pupils. Paper presented at Charney Manor Primary Geography Conference, Oxfordshire, March 2014.

McConnell, B, Walsh, G, McGuinness, C and Geraghty, T. 'Eager and Able to Learn' Programme for Two-Three Year Olds in Group Settings. Symposium at the Improving Children's Lives Conference, Queen's University Belfast, February 2014.

McGuckin, C and Purdy, N. New bottle: old wine? Cyberbullying: Myths, Realities, and the Challenges for Society. Keynote presentation given at the Annual Conference of the British Psychological Society Northern Ireland Branch, La Mon House Hotel, Belfast, April 2014.

McKee, B. Domestic Violence – Listening, Sharing, Learning or Learning to Listen and Share?. Paper presented at the Domestic Violence Partnership Conference, Bangor, November 2013.

McKee, B. Challenges and Opportunities: Prevention and Early Intervention.

Paper presented by invitation at the Policing and Community Safety Partnerships Northern Ireland Conference - "Domestic Violence Behind Closed Doors" in Stormont Hotel, March 2014.

McMillan, D. It takes a village: partnership approaches to teacher education. Paper presented at the Czech Pedagogical Association Conference: Usti nad Labem (Czech Republic), September 2013.

McMillan, D. CPD and Motivation: Key issues for teachers. Presented at NIBPS Conference (La Mon Hotel, Belfast), April 2014.

McMillan, D, McConnell, B and O'Sullivan, H. Strategies, Standards and Services: a Northern Ireland Perspective. Paper presented at the EECERA Conference, Tallinn, Estonia, September 2013.

McMillan, D, McConnell, B and O'Sullivan, H. CPD – why bother? Perceptions and Motivations of Teachers in Ireland. Paper presented at the International Professional Development Association (IPDA) Conference: Aston University, Birmingham, November 2013.

Murphy, C, McCullagh, J, and Doherty, A. The preliminary findings of the Science Coteaching in Teacher Education (SCITE Project): The student teacher's perspective. Paper presented at the Irish Association for Social Scientific and Environmental Education Annual Conference, Dublin, September 2013.

Purdy, N. Bullying, Mental Health and Young People. Presentation at the CURBS Project Conference, Seagoe Hotel, Portadown. April 2014.

Purdy, N and McGuckin, C. 'Bystanding' or 'standing by'? What schools know and what they really need to know about cyber-

bullying and the law. The Thirty-Ninth Educational Studies Association of Ireland (ESAI) Annual Conference, Sheraton Hotel, Athlone, County Westmeath, Ireland, April, 2014.

Purdy, N. and McGuckin, C. Cyber-bullying and the law: What schools know and what they really need to know. Research presentation given at the Annual Conference of the British Psychological Society Northern Ireland Branch. La Mon House Hotel, Belfast, April 2014.

Richardson, N. Issues and Dilemmas in Religious Education and Human Rights: Perspectives on applying the Toledo Guiding Principles to a divided society'. Paper presented at the Nuremberg Forum, Frederick-Alexander University, Nuremberg, Germany, September 2013.

Richardson, N. 'RE at schools in Northern Ireland'. Paper presented at the Basics of Religious Education conference, University of Vienna, May 2014

Simons, I and Bell, I. Starting them young – learning to use code. Paper presented at the UCET Conference, Burton on Trent, November 2013.

Walsh, G. Communicating through Playfulness: a Critical Exploration of Play in Practice. Keynote address at the Childcare Professionals' Day, County Wicklow, November 2013.

Walsh, G, McGuinness, C, Sproule, L, and Trew, K. A Play-based Curriculum in the Early Years of Primary School: Short Term and Longer Term Outcomes for Children. Symposium held at the Improving Children's Lives Conference, Queen's University Belfast, February 2014.

Walsh, G and McConnell, B. Evaluation of the All Ireland Centre of Excellence Award, Armagh City Hotel, December 2013.

Walsh, G, McMillan, D and Doherty, A. Aistear in Action: an Evaluation of the Ballyfermot Early Years Language and Learning Initiative Programme,' NEYAI Launch, Ballyfermot Civic Centre, Dublin, April 2014.



# STAFF APPOINTMENTS AND ACHIEVEMENTS

## Appointments

To help us maintain and develop high quality teaching and scholarship the College continued to make use of a number of visiting academics whose contribution has been recognised through Honorary Appointments. They included:

**Professor Colleen McLaughlin**, Professor of Education and Head of School of Education and Social Work at the University of Sussex, was appointed Honorary Professor.

**Mrs Heather Barbour**, Principal of Glendhu Nursery School, appointed as Honorary Lecturer in Early Years Education.

**Mrs Lois Wilson**, Principal of Pond Park Nursery School, appointed as Honorary Lecturer in Early Years Education.

**Dr Glenda Walsh**, re-appointed as an Early Years Education Associate Assessor for ETI.

**Dr Noel Purdy**, appointed Chair of the NI Anti-Bullying Forum from September 2013.

**Miss Melanie McKee**, elected as vice-chair and executive board member of the International Physical Literacy Association (IPLA). Melanie McKee is also one of nine trustees of the IPLA. In August 2014 Stranmillis University College was formally recognised as a co-founder of the International Physical Literacy Association.

## Achievements

**Dr Maureen Thatcher**, appointed Director of the Centre for Global Education, NI.

**Dr Irene Bell**, appointed Chair (NI) of Computing at School.

**Ms Sheelagh Carville**, appointed to the Board of the Institute of Theology, Queen's University Belfast.



*Ian Simons*

**Dr Ken Gibson**, appointed External Examiner for the PGCE Secondary Design and Technology Programme at the University of the West of England (Bristol), 1 October 2013 to 30 September 2017.

**Dr Irene Bell and Mr Ian Simons** jointly received the 'Blackboard Technology Award' for 2013.

**Ms Suzanne Johnston and Mr Mark Taylor** were awarded the CILIP accredited Postgraduate Diploma in Library and Information Management (LIM) at the University of Ulster.



*Suzanne Johnston and Mark Taylor*

## STUDENT WELLBEING SERVICES

Stranmillis University College has had a long established tradition of providing a supportive environment in which students can learn and develop. The Educational Enhancement Panel Report (June 2014) commended the College for its '*... well-being approach to student support*'.

All students need to be provided with a sense of well-being providing psychological, emotional, physical, spiritual support to those who need such support. In order to achieve this goal the College has invested in a range of services, and these are described below.

### Careers, Skills and Employability

In the spring of 2014 the College hosted one of its largest annual careers fairs with over 50 employers present. A wide range of graduate employers and graduate recruiters were present and it gave them the opportunity to meet Stranmillis students and provided a chance for the students to have direct access to potential employers. All students are encouraged to think about the importance of career planning from the start of their studies. To keep this in focus students are offered a range of presentations and talks to encourage and support them in the process of career planning.

### Communication Skills Centre

In addition, other services have been provided such as support for students completing application forms for support funding and the provision of a peer tutoring system, through a Communication Skills Centre. The Communication Skills Centre provides additional support with academic writing in particular for those who find the move from second level education to Higher Education challenging.

### Counselling, Disability Services

The College recognises the importance of making provision for a Counselling and Disability Service.

Through this service a number of students were offered appropriate help and support to enable them to engage positively with their academic studies.

### Chaplaincy

At Stranmillis we are immensely grateful to a number of local chaplains who engage with the College community to offer help, support and advice, when needed; this they do without charge or reward. This year the various College Chaplains were available to provide spiritual comfort and pastoral support to those who needed such help; this was particularly evident at times of significant difficulty and challenge for many members of the College community. This year also saw the provision of a new Chaplains' Room in the refurbished Stranmillis House.



# STUDENT ACHIEVEMENTS

The following highlight some student achievements in 2013-2014 which demonstrate a breadth of learning and community engagement.

## FRONTER Competition iPad Winners

Two Year 4 BEd students were each the recipients of an iPad Air as reward for their winning entries in a competition sponsored by C2k and Capita. During the academic year the students and their peers had learned how to use Fronter, which is the primary online learning tool for schools in Northern Ireland, to create 'rooms' in which various teaching resources could be placed. Catherine Bell created a Fronter Room to support a module within the AS level RE syllabus and Lana McLaughlin's Fronter Room was designed to help Primary pupils learn about the topic of Recycling.



*Lana and Catherine with their iPad Air prizes.*

## Scholars RFC Victorious

On the 12th March 2014 the College rugby team 'Scholars' represented 'Education' in the Queen's University intramural rugby competition held at The Dub at Upper Malone. Having defeated three other Queen's teams, the opposition in the final was the 1st Year Medics team, who had also won all their

group games. As with all the other games this was a tight affair, decided by a single score. Luckily for the men from Stranmillis, Adam Pollock ran in from 40 metres to score under the posts after a great team move. Scholars expertly closed out the game and they brought home the first rugby silverware in a long time!



*'Scholars' rugby team 2013-2014*

## Claire's Big Day at Croke Park

Year 2 Health and Leisure student Claire Doherty was awarded the prestigious title of 'Ulster LGFA (Ladies Gaelic Football Association) Volunteer of the Year' at a celebration event held in Croke Park, Dublin.



*Claire Doherty*



## In Safe Hands with Ellen!



*Ellen receives her award at Stormont from Environment Minister Mark H Durkan*

Ellen McCartney (Year 1 ECS student) achieved third place in a competition to find Northern Ireland's safest young driver.

The competition, organised by local accident management company CRASH Services, used black-box Ingenium Dynamics technology to monitor closely Ellen's driving behaviour over the course of 16 weeks. Ellen represented Stranmillis in the competition, competing against 15 other student finalists, after having been selected from 400 applicants to take part in the competition. Ellen was awarded her prize at a prestigious awards ceremony in the Long Gallery in Parliament Buildings, Stormont.

## Sarah's Art Makes a Big Splash!

Year 1 BEd Primary student Sarah White was selected by CCEA for their 'Celebrating Young Artists 2013' exhibition which was held in the Void Gallery, Derry/Londonderry UK City of Culture, to coincide with the Turner Prize exhibition.



*Sarah beside her painting 'James in the Swimming Pool'*

## Stranmillis Students receive Sentinus Awards



*Lauren Bell and Rebecca McCluggage*

Congratulations to Lauren Bell and Rebecca McCluggage who won first prize in the Sentinus project in May 2014! The 2nd year BEd Stranmillis students set up and maintained an after-school science club in Orangefield

Primary School, working with two Primary 7 classes. Using the topic of 'The Titanic' and working with the children's ideas they incorporated the use of temperature and light sensors to engage children in STEM.

## Motorcycling Ace David Haire

In 2013-2014 BEd Technology and Design Student David Haire won the Irish Supersport 600 Championship two times, and the televised Adelaide Masters Supersport Series. He has finished in the top 10 on two occasions in the British Superbike Series across England. He won the late Davy Wood Memorial Trophy (he was Joey Dunlop's manager). He was named 'Fastest Newcomer' in the 2012 International North West 200 race, and also 'Red Bull Rookie of the Year', and 'Red Bull Rider of the Year', and the 'Adelaide Masters Rider of the Year' award.



*Motorcycle racer David Haire*

# STUDENTS' UNION ACHIEVEMENTS

The 2013-2014 year within the Students' Union was characterized by success and progression. With the Students' Union Office officially taking root in Seminar Room 2 in the Central Building, at least for the meantime, the College Club was placed in a temporary location on the top floor of the Refectory in anticipation of our incredibly exciting, brand new Scholars Bar and Social Space facility which officially opened in September 2014.

It is with sincere regret and sympathy that we look back on the year and remember Year 4 student Stewart Irwin, who sadly passed away in December. The Students' Union were pro-active, arranging for a Book of Condolence which was signed by staff and students alike, and was presented to Stewart's family. Funding was successfully awarded from 'Awards For All' and will be spent on 'Minding Your Mind' Suicide Awareness and Prevention for Trainee Teachers sessions facilitated by PIPS Programmes.

Welcome and Orientation Week was undoubtedly one of the most successful to date, with a lot of favourable feedback from students and staff alike! The Executive Team worked collectively and diligently over the summer to ensure that the week ran flawlessly. Thanks to our campus-wide fun day, relationships with external partners and public organisations strengthened and our events included welcoming a live band to Scholars.

Stranmillis Students' Union continue to solidify their relationship with NUS-USI, the umbrella organisation for students' unions in Northern



*Four Union Presidents open the new 'Scholars'*

Ireland. Links have been developed with other students' unions across the country – in particular, St Mary's University College.

The Union continued to raise significant funds for charity throughout the year. With our Welfare Secretary Chris Coils spearheading initiatives, students raised over £3000 for Cool FM's Cash for Kids. Activities included an Executive Charity Cycle, Stranmillis 'Deal or No Deal', taking part in the Santa Fun Run and of course, the widely-acclaimed 'Stranmillis X Factor'.



*Executive Charity Cycle*

Clubs and Societies enjoyed a year which was defined by the two words mentioned at the beginning – success and progression. King's Scholars Rugby Football Club experienced yet another great campaign, climaxing in a trip to Carlow for the All-Ireland Division 2 competition. The year saw the birth of our new Gaelic Football Club, created and propelled by Claire Doherty. It has taken its place among the most prominent of our clubs here on campus.

The Christian Union continue to be our biggest society here in Stranmillis, with consistent numbers of 200-250 each week attending. Annual events included a very successful CU Weekend in Ballintoy on the North Coast, a CU Social, and supporting the College's annual 'Christmas in Words and Music' in St Bartholemew's Church.



*Christmas at St Bart's*



*Panto - Christmas 2013*

The Stranmillis pantomime was a huge success once again, with the tale of Jack and the Beanstalk being retold in a fun and relevant way to hundreds of children and adults alike.



# APPENDIX 1 - FINANCIAL INFORMATION

The extracts from the College's audited accounts for the twelve-month period 1st August 2013 to 31st July 2014 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 Head of Finance – Tel: 028 90384265.

## INCOME AND EXPENDITURE ACCOUNT

For the Year Ended 31 July 2014

	2014 £	2013 £
<b>Income</b>		
Funding Grants	6,276,883	6,433,538
Tuition Fees	3,450,450	3,232,887
Research Grants and Contracts	195,502	188,111
Other Operating Income	4,152,718	3,424,457
Interest Receivable (Including FRS 17 amount)	159,907	85,886
	<u>14,235,460</u>	<u>13,364,879</u>
<b>Expenditure</b>		
Staff Costs	7,606,701	6,682,225
Other Operating Expenditure	4,286,512	4,626,954
Depreciation	1,738,513	1,615,572
Interest Payable (including FRS 17 amount)	-	163,000
<b>Total Expenditure</b>	<u>13,631,726</u>	<u>13,087,751</u>
Surplus	<u>603,734</u>	<u>277,128</u>
Taxation	-	-
Surplus on Continuing Operations after Depreciation	<u>603,734</u>	<u>277,128</u>

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 2014

	2014 £	2013 £
Surplus on Continuing Operations after Depreciation of Fixed Assets at Valuation and Taxation	603,734	277,128
Actuarial Gain in respect of Pension Scheme	<u>885,000</u>	<u>1,400,000</u>
Total Recognised Gains relating to the year	<u>1,488,734</u>	<u>1,677,128</u>
<b>Reconciliation</b>		
Opening Reserves and Endowments	466,256	(1,210,872)
Total Recognised Gains for the year	<u>1,488,734</u>	<u>1,677,128</u>
Closing Reserves	<u>(1,210,872)</u>	<u>466,256</u>

## BALANCE SHEET

As at 31 July 2014

	2014 £	2013 £
Tangible Assets	52,325,169	51,881,460
Total Fixed Assets	<u>52,325,169</u>	<u>51,881,460</u>
Debtors	876,248	945,294
Short Term Deposits	2,000,000	3,250,000
Cash at Bank and in Hand	1,177,416	445,085
Total Current Assets	<u>4,053,664</u>	<u>4,640,379</u>
Less: Bank Overdraft	-	-
<b>Creditors - amounts falling due within one year</b>	<u>(1,554,873)</u>	<u>(1,328,755)</u>
Net Current Assets	<u>2,498,791</u>	<u>3,311,624</u>
Total Assets less Current Liabilities	54,823,960	55,193,084
Less: Creditors – Amounts falling due after more than one year	-	-
Less: Provisions for Liabilities and Charges	(4,081,000)	(4,937,000)
NET ASSETS	<u>50,742,960</u>	<u>50,256,084</u>
Deferred Capital Grants	48,787,970	49,789,828
Reserves	6,035,990	5,403,256
FRS 17 Pension Reserve	(4,081,000)	(4,937,000)
Total Funds	<u>50,742,960</u>	<u>50,256,084</u>





Graduation Day July 2014





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