



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

ANNUAL REPORT 2018 - 2019

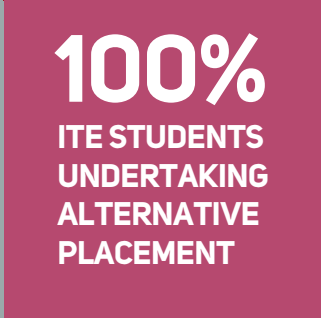
stran.ac.uk

Contents

CHAIR’S FOREWORD	3
PRINCIPAL’S INTRODUCTION	4-5
CONNECTING GLOBALLY	6-9
SHAPING EDUCATION	10-17
UNLOCKING POTENTIAL	18-21
BUILDING FUTURES	22-25
FINANCIAL PERFORMANCE	26-29
SUMMARY AND DEVELOPMENTS	30



67%
OF ACADEMIC
STAFF WITH
DOCTORATES



100%
ITE STUDENTS
UNDERTAKING
ALTERNATIVE
PLACEMENT



97%
STUDENT
RETENTION



99%
STUDENT
SUCCESS RATE



0.6%
UNEMPLOYMENT
RATE FOR
GRADUATES

Chair’s Foreword

It gives me great pleasure to introduce this report to our stakeholders on the performance of Stranmillis University College during the Academic Year 2018-2019.

As a College of Queen’s University Belfast, and a specialist institution, we are proud of our achievements. We are particularly proud that we continue to meet the standards expected to deliver professionally qualified teachers who will help to shape the lives and futures of children and young people in our society.

The Governing Body continues to be impressed by the breadth of activity across the College and the dedication and commitment of staff. Under the leadership of the Principal, the College has performed well against the targets set out in the College’s Annual Business Plan for the year under review in the context of the College’s Corporate Plan 2018-2021; achieving 80% of the targets set and making good progress on the remaining 20%.

The College provides a rich and diverse experience for students, which helps build self-esteem and confidence, broadens horizons and, ultimately, maximises their success in securing teaching or other education-related employment, whether in Northern Ireland or further afield. As the Principal states in her Introduction, the rate of unemployment amongst our graduates is very low.

Pressure on budgets and uncertain times arising from the Brexit negotiations have implications for the development of partnerships with our European Institutions and the long-term funding arrangements for important programmes and initiatives

such as Erasmus+. Despite these challenges, the College continues to deliver effectively and efficiently through careful planning and financial management, continuous review and improvement of programmes and services and the development of the College Estate and IT infrastructure. A focus on ensuring Value for Money and our Income Generation Strategy continues to be critically important in achieving positive financial results and delivering the core business of the College.

Effective Governance and Academic relevance and standards are fundamental to the delivery of a quality student experience. To these ends the Governing Body will continue to work closely with the Senior Leadership Team in the College to ensure that Governance arrangements continue to be fit for purpose and align with good practice.



Professor Sir Desmond Rea
Chair of the Governing Body

Principal's Introduction

Shaping education lies at the heart of our Mission. We want to create graduates capable of becoming leaders both locally and in the global context.

In order to encourage our students to become leaders of innovative professional practice, we focus on delivering high-quality research-informed teaching, which provides them with the necessary intellectual and conceptual tools to succeed. In 2018-19, the College's Postgraduate Certificate in Early Years Education was subject to inspection. The report made reference to the positive and confident attitudes of our students as they engaged, enthusiastically in reflective discussion about their experiences in the classroom.

(ETI Inspection February 2019)

At Stranmillis, we give our students a range of experiences which enables them to 'stand out from the crowd'. This is achieved through a commitment to Degree Enhancement programmes, the Alternative Placement scheme for education students, volunteering and national and international placements.

Many of our students choose to take on additional courses offered under the Degree Enhancement programme.

These courses are designed to contribute to their professional development and improve their employment prospects. In 2018-19 over 500 additional courses were taken by our students while all of our BEd students availed of a two week experience exploring education in alternative settings outside of the traditional classroom.

Students also have the opportunity to participate in a range of volunteering activities supporting community-based organisations. Becoming a volunteer can make a significant contribution to building leadership capacity. Volunteering offers a new context for learning. Successful volunteers instinctively learn the act of collaboration as they seek to operate within new networks of practice. It not only helps them to further develop their professional skills but is also an excellent opportunity to develop those soft skills which, according to the Northern Ireland Skills Barometer Summary Report, published in July 2019 by the Ulster University Economic Policy Centre, are valued by employers.

Such activities also extends the Stranmillis mission beyond the College gates. They deliver on that transforming mission which requires us to have a positive impact on the community we serve. In giving over 20,000 hours of volunteering time to the community in 2018-19, our students have touched the lives of thousands of children and young people and made a positive contribution to their development.

We also encourage our students to gain experience by engaging in international placements. Increasingly there is research evidence to show, as reported in the Times Higher Education on 26 September 2019 that, 'Studying abroad for as little as one week can improve the critical thinking skills, resilience and international outlook of students.'

In 2018-19, sixty-five Stranmillis students took the opportunity to study abroad for periods ranging from 2 weeks to a full semester. The rich learning experiences gained through these international exchanges was made possible through the collaborative partnerships the College has established across Europe, China, Hong Kong, Malaysia and America. In the course of the year, the College also welcomed over 100 international students who opted to come to Stranmillis for their Study Abroad experience. As a result, campus life is greatly enriched.

All of our degree programmes involve professional placements. Consequently the College is making a significant contribution to 'Integrating employability skills into the curriculum'. The quality of our graduates is reflected in high employment rate for our students. Despite the negative publicity teaching as a career often attracts in the media, the Department for the Economy (DfE) official figures show that the highest rates of employment were for graduates who studied:



95.7%

Medicine & Dentistry



87.8%

Subjects allied to Medicine



87.6%

Education

In 2018-19, the College achieved an average UCAS entry points of 330. Student undergraduate retention was 97% and undergraduate success rates 99%. The National Student Survey (NSS) ranked Stranmillis as joint first in Northern Ireland for student satisfaction.

The College was successful in generating almost 60% of its income from sources outside of the Department for the Economy core funding. As a result we were able to invest in developments which enhance the teaching and learning environment. During the year the University College progressed its Estates strategy by investing a further £300k in building works. There was also a major investment of £643k to progress the University College's IT and Digital Services strategy. This included the purchase of a new VLE (Canvas) which will bring immense benefits to the teaching and learning across the College.

Investing in people and resources is critical if we are to deliver a transformational learning experience which enhances education, skills and employability at both the local and international level. This report provides evidence of how that goal was achieved in 2018-19.



Professor Anne Heaslett
Principal

We make no apology for stating unequivocally that at Stranmillis all of our degrees focus on:

“Transforming the lives of children, young people and communities, through excellence in teaching, scholarship and research’.”



Making links in Israel through peacebuilding in the early years



Jill Magennis, Senior Lecturer in Early Years education, recently travelled to Israel to learn more about the experiences of educators there in promoting respect for diversity and peacebuilding. Visiting kindergartens in Jewish religious, Jewish secular, Arab and bilingual settings, Jill had the opportunity to interview Jewish and Arab teachers about the conflict and aspects of culture/religion. The visit was a collaboration with the Centre for Evidence and Social Innovation (CESI) and the Global Health Research Group on Early Childhood Development for Peacebuilding.

PLiCS Trip to Poland

A group of twelve BEd students and staff from Stranmillis and St. Mary's visited Poland for a week-long intensive course in Internationalisation and Diversity to see first-hand how our partner universities, Krakow and Krosno, facilitate international programmes for multicultural groups of students and how they use technology to collaborate with university classes across the world. They experienced how diversity, technology and internationalisation are shaping the university experience for students and how the world communicates – Professional Learning in a Changing Society (PLiCS) in action!



A Global Community

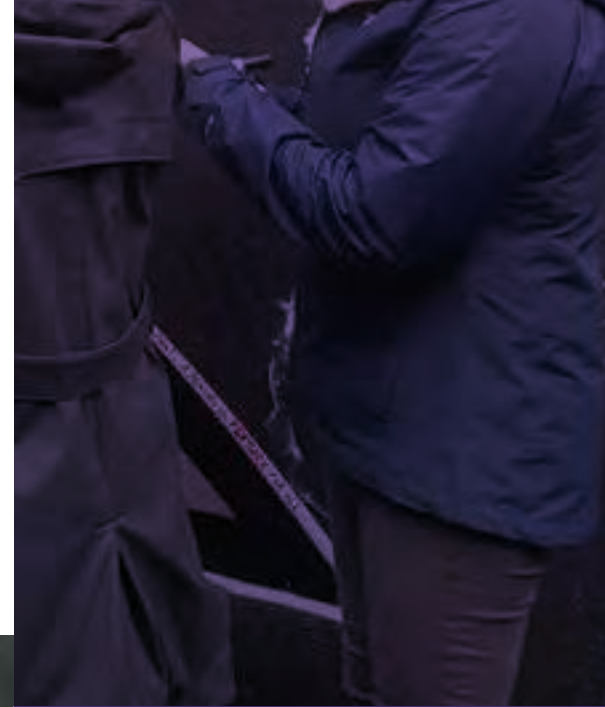
Incoming, outgoing, Erasmus, study abroad, International exchange, summer school, international week the 2018/19 academic year saw the continued success of our international programme with students and staff from over 30 partner institutions worldwide creating a truly global campus and adding hugely to the Stranmillis community. Over a third of our full-time undergraduate students take up the opportunity of a semester or short international experience.



30 PARTNER UNIVERSITIES WORLDWIDE

CONNECTING GLOBALLY

Developing and sustaining strong partnerships, locally, nationally and internationally, which promote the concept of learning communities and sharing resources and learning remains a key priority for the College. Our international engagement and partnerships continue to grow, adding flavour and richness to the Stranmillis learning community and broadening the horizons of staff and students alike.



Building Futures in Uganda

Fields of Life is a local charity that aims to create sustainable change in East African communities through the provision of quality education and clean water. After another busy year of fundraising events, the Students' Union has now raised a fantastic £20,148 to help support teacher education in Uganda. Also in Uganda, Stranmillis Literacy Lecturer, Mrs Diane McClelland, a trustee of Charlene's Project, visited eight primary schools in rural Kiriandongo, meeting with management committees, teachers, pupils and parents to ascertain how best the schools could be supported. It is hoped that Charlene's Project will bring a team of teachers and student teachers to work alongside and support the teachers and children in these schools in 2020 and beyond.



Everyone has a Voice

Early Childhood studies lecturer, Catriona Rogers, has been piloting Menti to make teaching and learning more interactive for both lecturer and students. Menti is an app the lecturer can use in class to pose a question and, through students engaging using their smartphone or tablet, receive aggregated responses and comments from every student within minutes. The use of Menti not only increases student engagement but ensures every voice is heard, even in a large group. Polls, Q&A's, Word Cloud and much more can be added to the lecturer's presentation. Student evaluation and feedback on the technology has been extremely positive.

Degree Enhancement

Our Degree Enhancement programme continues to go from strength to strength, with this year's graduating students going above and beyond their studies, giving and contributing enormously to the College and the wider communities we serve. In addition to undertaking over 500 additional courses, those students contributed an astonishing 20,000+ hours volunteering in the community and over 10,000 hours volunteering within the College. This is equivalent to a voluntary organisation with 20 full time, front-line staff!



Pitt Panthers

This year saw the first ever Panther Study Abroad programme take place at Stranmillis. The programme developed by Dr Barbara McDade and Dr Janice Vance (University of Pittsburgh), saw a group of eight speech and language therapy students spend two weeks studying Northern Ireland Education Policy and Practice. Staff from across the College were involved in delivering sessions for the students, who also visited a number of special schools, community education hubs and other specialist centres.

Going Berserk in Norway

A team of staff and students travelled to Volda, Norway to participate in the ITS Volda Digital Education Conference, with the group participating in lectures and workshops on 21st Century Skills and the development of the digital classroom and giving presentations at the International TeachMeet. Stranmillis Lecturer, Ian Simons, delivered a keynote speech on his book 'Go Berserk!' and the importance of building children's self-esteem and confidence through the use of ICT and coding in the classroom. The team then facilitated a coding workshop for participants from the partner Universities, demonstrating practical examples of theory in action.

Music and Imagination

This year saw a continuation of our work with US partners. In addition to hosting faculty staff from Weaton College, the College welcomed Weaton's distinguished academic and C S Lewis scholar, Professor Gerry Root, who delivered a public lecture, 'C S Lewis and the Imagination'. In May, the College hosted over 50 members and senior leaders of the University of Northwestern's Orchestra and Opera Workshop Tour of Ireland for a very successful series of concerts and partnership discussions.

Cross-cultural Collaboration in Action

Intercultural exchange between Stranmillis students and incoming international students from China and across Europe added hugely to the Contemporary Approaches to Teaching Languages course taken by sixteen final year BEd students. The students, most of whom completed an Erasmus or International placement, joined with the incoming students to study a range of topics including first and additional language acquisition, engaging language classroom methodology, Content and Language Integrated Learning (CLIL) and Irish Medium Education, and to plan, teach and reflect on weekly language lessons taught in local primary schools. This year's languages included French, Spanish, German, Polish, Mandarin Chinese and Latin.

Shared Education Modules delivered by Stranmillis

Over the past year, the College has delivered 28 courses to over 400 teachers in a range of specialist areas as part of the Shared Education Signature Project (SESP). The courses, which are informed by research and scholarship in areas where the College is an acknowledged leader, included Playful Learning in Practice, Community Connections in Practice, Delivering Shared Education at Primary Level and Religious Education. Two new courses have been added to the professional training modules offered, STEM in the Primary Classroom and Drama Basics. These courses vitally provide teachers with the time and opportunity to learn from others' experiences, share and review current and best practice and identify plans for future development. Feedback has been very positive.



Accessing SEN in Mainstream Schools

The College has been working on behalf of the Northern Ireland Commissioner for Children and Young People carrying out a wide-reaching research project to obtain the views of parents and carers about their, and their children's experiences of accessing services and support for special educational needs in mainstream schools. The results of this significant piece of research are due to be published early next year.



Stranmillis Strengthen Collaboration with CSSC

The College has signed a Memorandum of Understanding with the Controlled Schools' Support Council (CSSC) which will see increasing collaboration between Stranmillis and CSSC on key areas such as professional development, learning and network of staff; activities that will support the development of effective practice in controlled schools; and joint research and scholarship projects.



Student Satisfaction

Through the commitment and passion of our staff to excellence in teaching and student support, the College continues to perform well in terms of student satisfaction, student retention and student success. In the 2019 National Student Survey, the College was ranked joint top of HEIs in Northern Ireland with an overall student satisfaction score of 85%.

100
YEARS
TRANSFORMING
LIVES

SHAPING EDUCATION

For almost 100 years, Stranmillis University College has been shaping educational policy and practice locally, nationally and internationally. Through a focus on delivering world-class, impact-driven research and scholarship and high-quality research-informed teaching, the College is playing a leading role in transforming the lives of children, young people, families and communities.





Developing Reflective Practitioners

In an innovative change to move the students from passive recipients of practical experiences towards reflective practitioners, the practical teaching element on the Health, Physical Activity and Sport programme was adapted, a change that saw students complete a practical element on a weekly basis. At the end of each session they were given a reflective task to work on in small groups with the class reconvening later in the day to reflectively and collaboratively work through the task.



Social App-titude

Social and digital media is an integral part of the daily lives of young people. The utilisation of a broad range of YouTube, interactive digital media and apps has been incorporated into a number of Health, Physical Activity and Sport modules, with students using the media to develop a greater understanding of human physiology and evaluate various technologies for tracking dietary intake and energy expenditure.

Micro-teaching Playing Out Well

In response to student feedback on the micro-teaching initiative, which uses video along with peer and tutor assessment to help students develop a better understanding of teaching skills, the post-primary team piloted a new role-playing element to more fully prepare students for their school-based placement. The new development introduces students to the realities and challenges of classroom teaching in areas such as behaviour management and pastoral care. Micro-teaching has facilitated some of the most invaluable lessons and richest connections with students and has been commended by the Chief External Examiner as exemplary practice.

Mental Health and Newcomer Children

Commissioned by the Education Authority Youth Service, the findings and recommendations of research led by Dr Sharon Jones and a team of Stranmillis staff, 'Multilingual Minds: the Mental Health and Well-being of Newcomer Children and Young People in Northern Ireland and the role of the Education Authority Youth Service', is driving change in how organisations and practitioners in the youth service sector support these vulnerable children.



The Daily Mile: Every Child Should

The Daily Mile (TDM) is a national initiative to encourage schools and nurseries to get children to run or jog for 15 minutes every day. TDM has been incorporated into the Children's Health and Well-being and Child Development course on the Early Childhood Studies degree. During the year, a small unfunded research case study was carried out, the findings of which formed the basis of a presentation by Dr Brenda McKay-Redmond at the NI British Psychology Society symposium, SCoTENS conference and TDM Foundation in London. It has also provided an opportunity for Stranmillis to take the lead on the TDM NI Network group.



Coding it Up

Growing software development skills and capabilities is a key economic government priority. Over sixty Key Stage 2 pupils from inner-city primary schools visited the College this year to 'Go Berserk' with Stranmillis Lecturer, Ian Simons, and learn how to create a website using html coding. The highly successful programme has encouraged many of the schools involved to consider setting up Coding Academies.

Academic Excellence

To support our research and scholarship strategy and enhance the quality of teaching and learning for our students, the College encourages and supports academic staff to undertake doctoral studies. 67% of our academic staff are now qualified to doctoral level, which is double the average percentage for Education departments in UK HEIs.

Evaluating Science Teaching

A team of six Year 3 BEd primary students specialising in science took part in a Primary Science Teaching Trust (PSST) funded curriculum development project with Bath Spa University to develop, teach and evaluate science lessons which allow for the assessment of science enquiry skills. The project has been very successful and led to the production of a suite of resources for teachers, which acknowledges the work of the students.



RESEARCH AND SCHOLARSHIP

PEER-REVIEWED JOURNAL ARTICLES

Greenwood, R. (2018) 'Pupil involvement in planning topics using KWL grids; opinions of teachers, student teachers and pupils', *Educational Studies*. 45:4, 497-519, DOI: 10.1080/03055698.2018.1509773

Tremblay MS, Costas-Bradstreet C, Barnes JD, Bartlett B, Dampier D, Lalonde C, Leidl R, Longmuir P, McKee M, Patton R, Way R, Yessis J. (2018) 'Canada's Physical Literacy Consensus Statement: process and outcome.' *BMC Public Health* 18 (Suppl 2):1034, 2018, DOI: 10.1186/s12889-018-5903-x

Magennis, J. and Richardson, N. (2019) A 'peace' of the jigsaw: the perspectives of early years professionals on inclusion and diversity within the context of Northern Ireland, *Education* 3-13, DOI: 10.1080/03004279.2019.1610023

Purdy, N. (2018) 'Warnock and Northern Ireland: time to break free from the Slough of Despond'. Support for Learning (pre-issue available online). Available at: <https://onlinelibrary.wiley.com/page/journal/14679604/homepage/warnockvirtualissue>

Clarke, L., Abbott, L., Campbell, M., Cowan, P., Galvin, C., Hall, K., Magennis, G., Purdy, N. (2018) 'Stories from an Ongoing Conversation: SCoTENS as a forum for sustaining cross-border cooperation for teacher education'. *The Journal of Cross Border Studies in Ireland*, 13, 79-90.

Sproule, L., Walsh, G., and McGuinness, C. (2019) 'More than 'Just Play': Picking Out Three Dimensions of a Balanced Early Years Pedagogy'. *International Journal of Early Years Education*, 27:4, 409-422, DOI: 10.1080/09669760.2019.1628011

Walsh, G, McGuinness, C and Sproule, L (2019) "It's Teaching but Not as we Know it: Using participatory learning theories to resolve the dilemma of teaching in play-based practice", *Early Child Development and Care*, 189:7, 1162-1173, DOI: 10.1080/03004430.2017.1369977

Walsh, G. and Fallon, J. (2019) What's all the Fuss about Play: Expanding Student Teachers' beliefs and Understandings of Play as pedagogy in Practice, *Early Years: an International Journal of Research and Development*, DOI: 10.1080/09575146.2019.1581731

BOOK CHAPTERS

Gray, C., Dunn, J., Moffett, P. and Mitchell, D. (2019) 'Digital inequality, access and provision: The experience of Irish Medium Schools in Northern Ireland', in Gray, C. and Palaiologou, I. (eds) *Early Learning in the Digital Age*, London: Sage, pp121-135.

Gray, C., Dunn, J., Moffett, P. and Mitchell, D. (2019) 'Child Mentors, Virtual Tours and Adult Protégés: young children's experiences with tablet devices.' In: Berson, I., Berson, M. and Gray, C. (eds) *Participatory Methodologies to Elevate Children's Voice and Agency*, Charlotte, NC: Information Age Publishing.

Purdy, N., Dunn, J. and McClelland, D. (2018) 'How can we build Positive Relationships with Children and Parents.' In Carden, C. (Ed) *Primary Teaching: Learning and Teaching in Primary Schools Today*, London: Sage.

Purdy, N. and Boddison, A. (2018) 'Special educational needs and inclusion' [Unit 6.2] in Teresa Cremin, T. and Burnett, C. (Ed) *Learning to Teach in the Primary School* (4th edition). London: Routledge.

Palaiologou, I., Walsh, G. et al, (2019) 'The National Picture', in Palaiologou, I. (Ed), *Early Years the Foundation Stage* (4th Edition). London: Sage.

Walsh, G. (2018) *Legende Undervisning Og Læring – Hvorfor?*, in Møller, H. H., Andersen, I. A., Kristensen, K. B. and Rasmussen, C. S., *Leg I Skolen*. København: Unge Pædagoger.

Walsh, G. (2019) *Towards Playful Teaching and Learning, Begynneropplæring med pedagogiske perspektiver og praksiser*; Norwegian Scientific Publication

PROFESSIONAL PERIODICALS (PRINT & DIGITAL)

Bell, I. (2018) Ré na Ríomheolas, Computing At School in Northern Ireland CAS (NI) – five years on! The computer science teachers' association of Ireland (02: 18-23).

PROFESSIONAL PERIODICALS (PRINT & DIGITAL)

Bell, I. (2018) Ré na Ríomheolas, Computing At School in Northern Ireland CAS (NI) – five years on! The computer science teachers' association of Ireland (02: 18-23).

Clarke, L., Abbott, L., Campbell, M., Cowan, P., Galvin, C., Hall, K., Magennis, G., Purdy, N. (2018) 'Stories from an Ongoing Conversation: SCoTENS as a forum for sustaining cross-border cooperation for teacher education'. *The Journal of Cross Border Studies in Ireland*. Vol 13. pp. 79-90.

Greenwood, R (2019) 'KWL Grids: Pupil Voice in Action.' *Primary Geography*, Vol. 98, Spring 2019, pp. 7-8.

Moffett, P. (2019). 'Bring calculations to life with meaningful contexts.' *Early Years Educator*, Vol. 20, Iss. 9, pp. 18-20.

Moffett, P. (2018). 'Learning to articulate mathematical thinking.' *Early Years Educator*, Vol. 20, Iss. 8, pp. 18-20.

RESEARCH REPORTS

Dunn, J., Walsh, G., Elliott, D. and McClelland, D. (2018) *Creative Child: An Evaluation of the Young at Art Creative Child Project*. Belfast: Stranmillis University College.

Jones, S., McMullen, J., Campbell, R., McLaughlin, J., McDade, B., O'Lynn, P., Glen, C., (2018) *Multilingual Minds: the Mental Health and Wellbeing of Newcomer Children and Young People in Northern Ireland*. Belfast: EA Youth Service

Lynam, A., McConnell, B., and McGuckin, C. (2018) *BeSad - Bereavement, Separation and Divorce: the response of Pre-service teachers to pupil wellbeing*. Armagh: SCoTENS.

McKee, B. and Gracie, A. (2018) *ACE Awareness & Trauma Informed Practice: Promising Approaches with Student Educators*. Belfast: Stranmillis University College

O'Flynn, J., Moore, G., Burgess, F. and Moore, J. (2019) *Music in Initial Teacher Education in Ireland and Northern Ireland: A Study of Provision, Attitudes and Values*. Armagh: SCoTENS.

CONFERENCE PAPERS AND INVITED PRESENTATIONS

Burgess, F. (2018) *The Value of Music in Primary Schools in Northern Ireland*". Paper presented at the Society for Music Education in Ireland, 8th Annual Conference.

Clarke, L., Campbell, M., Cowan, P., Galvin, C., Hall, K., and Purdy, N. (2019) 'The value of a cross-border professional learning network in Ireland – from the Good Friday Agreement to Brexit: looking backward to look forward', paper presented at the Education Studies Association of Ireland annual conference, St Angela's College and Radisson Blu Hotel, Sligo, 11-13 April 2019.

Corrigan, T. and Cummins, Brian (2019) 'Evaluating the Impact of the Narrative of the Retired Teacher and Student Teacher Voice Together as a Contribution to the Reciprocal Personal and Professional Development for the Good of Students, Teachers, Education, and Society'. Paper presented to Annual Meeting of the American Educational Research Association, Toronto, Canada, 5th April 2019.

Gracie, A. (2018) 'The contribution of religious education to post-conflict education in Northern Ireland.' Presentation in preparation for a Conference in Struga, North Macedonia on 14-17 October 2018, 'Healing the Scars of Conflict'.

Jones, S. (2018) 'Suffering, Sense Making and Meeting of Minds: Le Chambon sur Lignon as Remarkable Sanctuary'. Paper presented at L'Imaginaire médico-religieux: French Literary Perspectives Conference, Queen's University Belfast, 20 October 2018

Lynam, A., McConnell, B., and McGuckin, C. (2018) 'BeSad - Bereavement, Separation and Divorce: the response of Pre-service teachers to pupil wellbeing.' Report Launch at SCoTENS conference, Newry, 18-19 October 2019.

McConnell, B., Lynam, A. and McGuckin, C. (2018) 'Supporting children not to BeSAD - Role of Educators.' Paper presented at EECERA conference, Budapest, 30 August 2019

McVeigh, C., & Hill, M. J. (Dec 2018). 'CPD requirements across professional bodies for assessors in psychometric testing in the UK.' *DECP Debate*, 169, 20-25.

Magennis, J. (2019) 'Teacher Education: The Story of Innovation in Teacher Education in Israel.' Paper presented at The 7th International Conference on Teacher Education, on June 24-26, 2019.

Moore, G., O'Flynn, J., Burgess, F., and Moore, J. (2018) 'Exploring provision attitudes and values in initial teacher education in music in Ireland and NI.' Paper presented at the 8th Annual conference of the SMEI Royal Irish Academy of Music, Dublin 2-3 November 2018.

Moore, J. (2018) 'The Value of Music in Primary Schools in Northern Ireland'. Paper presented at Society for Music Education in Ireland, 8th Annual Conference 2-3 November 2018.

Purdy, N., Hunter, J. and Totton, L. (2019) 'Examining the legacy of the Warnock Report in Northern Ireland: a Foucauldian genealogical approach', paper presented at the Education Studies Association of Ireland annual conference, St Angela's College and Radisson Blu Hotel, Sligo, 11-13 April 2019.

Purdy, N. (2019) 'Education in Times of Change, Choice and Challenge', invited panel presentation at the Education Studies Association of Ireland annual conference, St Angela's College and Radisson Blu Hotel, Sligo, 11-13 April 2019.

Purdy, N. (2019) "The Blurred Lives Project: initial findings and ongoing analysis". Invited research seminar at University of Brighton, 15 May 2019.

Walsh, G. and Fallon, J (2018) "'What's all the Fuss about Play'?: Students Perspectives on Playful Approaches to Teaching and Learning across Ireland', EECERA, Budapest, 30th August 2018.

MEDIA APPEARANCES

Bell, I.(14/05/2019) 'Regional differences in the UK's computing curriculum,' *Computer Weekly*. May 2019. Expert opinion. Spokesperson for Northern Ireland on the curriculum for computing and professional development for teachers.

Eaton, T. (14/04/2019) 'World Update', *BBC World Service*. Speaking about 'arithmaphobia'.

Jones, S. (21/05/2019) 'Why are students in NI turning away from languages at a time when the world is more open to them than ever before? We hear about why learning other languages is important'. *The Frank Mitchell Show*, U105. <https://audioboom.com/posts/7267036-listen-why-are-students-in-ni-turning-away-from-languages-at-a-time-when-the-world-is-more-open>

99%
STUDENT
SUCCESS
RATE

UNLOCKING POTENTIAL

Ensuring that children and young people have the best possible start in life and are motivated, inspired and supported to maximise their potential is central to the development and delivery of a world-class education system. Unlocking the potential of every child, our own students and our staff is at the heart of who we are and what we do as a college.

Tor Bank Work Experience 2019

This year we were delighted again to welcome three sixth form students from Tor Bank Special School - Kirsty, Lewis and Reuben - to gain valuable skills. Kirsty worked in Betty's coffee shop, Lewis helped deliver the mail and arrange classroom furniture with the portering team and Reuben worked as part of the gardening team. All three students really enjoyed their time working at Stranmillis and quickly became part of the Stran community.

Getting On Board Through Chess

As part of their accreditation for the International Association of STEM Leadership, students at Stranmillis University College have been working with the Ulster Chess Union to develop chess clubs in our primary schools. Research recognises that when children are playing chess they are developing the computational thinking skills of problem solving, creative thinking and pattern recognition. The Ulster Chess Union (UCU) have been challenging both staff and students through upskilling games, and thanks to the generosity of the UCU in supplying chess sets to the College, the students are now in the position to bring this thought provoking game into our schools.

Tackling Underachievement

For a number of years Stranmillis has worked closely with Barnardo's and Dundonald Primary School on initiatives aimed at tackling educational underachievement, with Stranmillis Graduate Interns developing and implementing innovative, results-driven programmes to tackle literacy underachievement. The College recently launched its Centre for Research for Educational Underachievement to provide a focus on this critical issue.



MTeach launched

Continuing professional development and M-level study are critical to the development and maintenance of a world-class education system, and are a vital part of the College's income generation. Enrolments on our Masters' Programme continues to grow. To support future growth, the College relaunched the MTeach programme, an innovative, practitioner-focused online programme that will open up new markets nationally and internationally.

Preparing for Life at Stran

As part of a programme to ease and support the transition to university life, incoming Early Childhood Studies students took part in a series of induction activities including visits to the Corrymeela Centre in Ballycastle, where the focus was on shared education and themes associated with diversity, which students will be addressing whilst on placement. They also visited the RADAR Centre for a programme of activities focused on student safety, health and well-being.



Theatre in Education

BEd Primary drama specialist students made great use of their theatrical skills in a bid to tackle pupil well-being and address the needs of young learners in local primary schools. Using fun, drama, creativity and imaging, the students brought learning alive, using drama as a creative way of learning and addressing real community learning for all.



Relationships for Resilience

Adverse Childhood Experiences awareness is an integral part of our degree programmes and, as part of our wider community engagement, we were delighted to jointly host and organise a 'Relationships for Resilience: Show-casing effective trauma informed practice' conference in partnership with Barnardo's, Women's 8 Aid Federation and Connected for Life. A huge success, the conference was attended by 200 practitioners and 50 students.

Peer to Personal

As part of their Professional Experience Level 1 module, Early Childhood Studies students took part in a series of activities to prepare them for analysing and assessing their own professional practices. Activities included taking part in mock assessments and drawing up rules of engagement and best practice for use within the group. The rationale was to link peer assessment to the development of the personal skill of self-reflection.



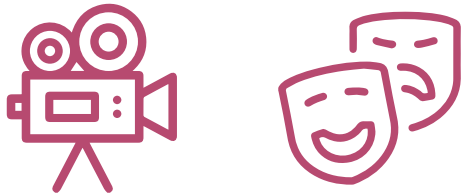
No Fear

To help alleviate the fear of maths and address under-achievement through contextualised learning, study support and coaching, the College established a GCSE Mathematics Easter School to support pupils from a number of Belfast schools who were about to sit GCSE Mathematics examinations. The initiative was delivered by a volunteer team of Stranmillis Mathematics and Science graduates and student ambassadors.



Time to Talk

Building on information gained from a mental health community event, Stranmillis Lecturer, Dr Bronagh McKee, developed an interactive workshop as part of the Safeguarding Young People module to raise awareness of National #timetotalk Day. The workshop emphasised the need to take the time to talk about mental health issues and support for children and our own students.



Indigestion, Limescale and Sterilising Fluid

The College hosted this year's Northern Ireland heat of the popular sixth-form Schools' Analyst chemistry competition. The competition showcases the important role of analytical chemistry in the food, pharmaceutical and environmental industries. Schools from across Northern Ireland descended on the campus, where they were faced with three chemical analysis challenges on indigestion tablets, limescale remover and sterilising fluid! The winning team from Rathmore Grammar went on to represent Northern Ireland in the national final at Manchester University in June.



Blurred Lives

Blurred Lives is a cross-national exploration of cyberbullying, young people and socio-economic disadvantage led by Stranmillis Director of Research, Dr Noel Purdy, alongside partner institutions from England, Germany, Italy and the Netherlands. The research culminated this year with the five university partners showcasing and celebrating the work of the children who took part in the Erasmus+ funded project, including a range of resources developed as part of the project including lesson plans, comic books and a range of innovative visual resources.

High Graduate Employability

Stranmillis graduates continue to be highly sought after. The Higher Education Statistics Agency, Destination of Leavers report shows that education graduates have the second highest rate of employment after medicine, dentistry and related subjects. For Stranmillis University College, the unemployment rate for our students six months after graduation is just 0.6%, reflecting the College's continued focus on developing the key employability skills identified in the NI Skills Barometer.

Digital School House

The Digital School House programme combines fun, creativity and innovation to deliver computing and computational thinking in the classroom. Fully trained Lead Teachers are released by their school to undertake play-based learning in computing with primary teachers and their pupils. Dr Irene Bell, Stranmillis Head of STEM, is the Regional Academic Lead for Digital School House in Northern Ireland.

Prepared to Succeed

The Northern Ireland Skills Barometer highlights a lack of work experience as a key barrier to graduates in securing employment. "To complement degree level qualifications employers also expect students to possess wider employability skills. The most effective way for students to improve their employability skills is to undertake a work placement." Work-based placements are an integral part of every course at Stranmillis, and 100% of our students gain professional practice experience through an extensive programme of placements in different settings. In addition to their school-based placement, all BEd students also undertake an additional 'alternative placement' in their final year with one of the College's 250+ partners.

Building Positive Relationships

Drawing on their existing scholarship, research and classroom experience, Stranmillis' Dr Noel Purdy, Dr Jill Dunn and Diane McClelland published a chapter on "How can we build positive relationships with children and parents?" in a new edited core textbook on Primary Teaching. The chapter provides practical strategies to develop positive relationships with children and parents, as well as the associated challenges and pitfalls. It also features case studies, critical questions, suggested additional reading and guidance for students writing assignments on this topic.



BUILDING FUTURES

We believe that education can have a transformative power on the lives of individuals, communities and society as a whole. To help build a better, brighter and more prosperous future for all, our teaching is best and 'next' practice focused, research and scholarship-led, and designed to support the development of outstanding workplace and community competence in every area of education.



0.6%
UNEMPLOYMENT
RATE FOR
GRADUATES

Living History

One of the key highlights of the Lifelong Learning programme last year was a ten-week Living History course looking back at the early years of the Troubles. Over 200 lifelong learning students had the opportunity each week to hear and engage with more than 30 leading politicians, activists, community leaders, civil servants and media figures from the period. A fantastic example of intergenerational learning in action, Living History brought schools, students and lifelong learners of all ages together.

Learning for Life

Championing lifelong and intergenerational learning is one of the College's strategic priorities. Through our widening participation, community engagement and lifelong learning initiatives, the College aims to bring together learners from all ages and areas of society to learn from and with each other. Our Lifelong Learning is a key part of our intergenerational strategy, with over 1500 Lifelong Learners attending a diverse programme of over 140 short courses last year.

Cyber Security and Security

Working in conjunction with the PSNI, a Professionalism and Cyber Security module has been developed and is now being delivered to all year groups within the BEd (Post-primary) programme. The module is designed to reinforce the importance of safe internet practice, not only for our students as young teaching professionals, but for the pupils they will be working with.

Celebrating Diversity

To gain a deeper understanding of religious and cultural diversity in Northern Ireland, students specialising in Religious Studies visited the Indian Community Centre, Belfast Islamic Centre and Belfast Jewish Community. The programme culminated in a 'Celebration of RE' day, with students working with the Widening Participation team and local schools in a series of engaging workshops..

All Systems Go

Over the past year the College has invested over £600k developing and introducing a world-class suite of bespoke teaching, planning and IT technologies that will transform our operational capabilities. The new Canvas virtual learning environment, new timetabling and placement systems, upgrades to high speed campus-wide WiFi and the introduction of Promethean interactive teaching technologies will add hugely to the student/staff experience. The investment means that our students will be well prepared to operate effectively within the digital environment.

Literacy Hubs

As part of a literacy initiative aimed at enhancing the skills of our students to support and develop their pupils' reading, the College hosted a number of literacy hubs in the Stranmillis library, where BEd Children's Literature and English students provided interactive and engaging literacy-based activities for children from Foundation Stage through to Key Stage 3. As a result of the success of the initiative, plans are underway to transform a space in the library into an interactive, literacy-focused area.





FINANCIAL PERFORMANCE

An operating surplus of £392k was achieved in 2018-19 (2017-18 - £196k). However, adjusting for the impact of the FRS102 NILGOSC pension scheme actuarial valuation meant that the University College recorded a deficit of £448k in the 2018-19 year compared with a deficit of £281k in the previous year. The impact of the annual adjustment relating to the NILGOSC Pension actuarial valuation resulted in a charge of £840k in the year (2017-18 - £477k).



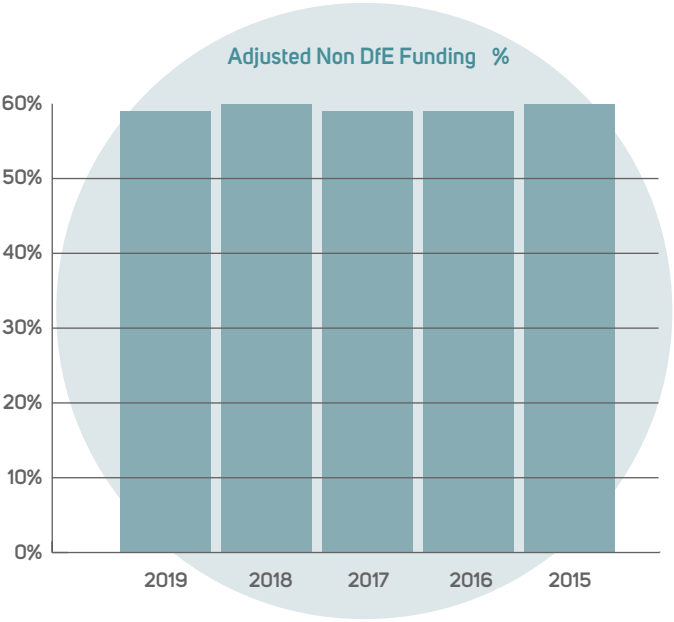
Total income for the year was £12.2m representing an increase of £187k (1.6%) on the prior year. The following is of particular note:

- Funding Grant Income included £263k of Public Sector Transformation Funding (2017-18 - £110k) to progress a Voluntary Exit Scheme during the year;
- Tuition Fee income increased by £147k in the year with income relating to full-time tuition fee income increasing by 6% with part-time tuition fee income falling by 6%;

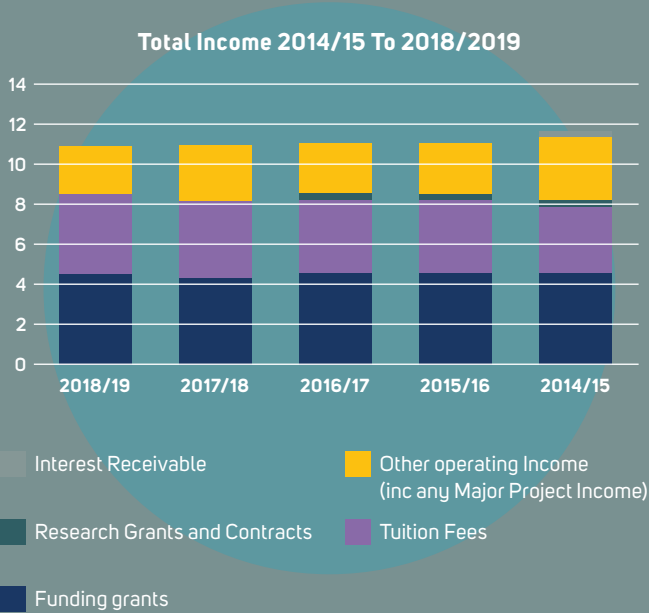
- Accommodation, Catering, Conferencing, Rental and Room Hire income contributed £2,043k or 16.7% of total income in the year (2017-18 - £2,424k or 20.2%), a decrease of £381k. This reduction is largely as a result of the negative impact on Halls occupancy of the increased availability of a significant volume of new student residential accommodation across Belfast.

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

	2019	2018	2017	2016	2015
	£'000	£'000	£'000	£'000	£'000
Total Income - ex Core Grant	6,499	6,682	6,605	6,514	7,063
Income adjusted for impact of DCG release	11,051	11,036	11,193	11,088	11,545
Adjusted Funding %	58%	61%	59%	59%	61%



In addition, the graph below shows the proportion of income derived by income type over the 5 years to 2019 (excluding deferred capital grants).

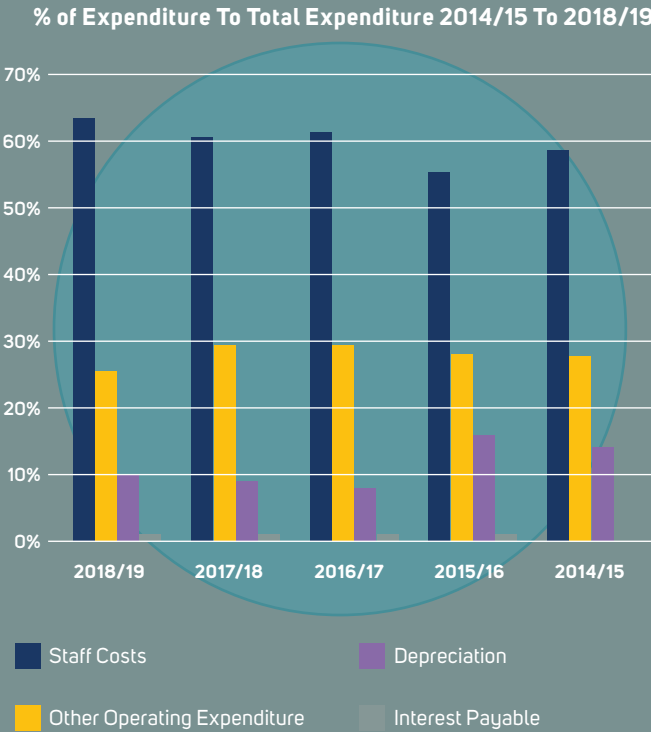


Some 20.2% (2017-18 – 23.7%) of Total Income in the year was derived from sources other than Sponsoring Department Funding Grants and Tuition Fees. Success is therefore evident from these tables of the University College’s strategy in recent years to diversify the sources of its income and therefore reduce reliance on core government funding.

Expenditure

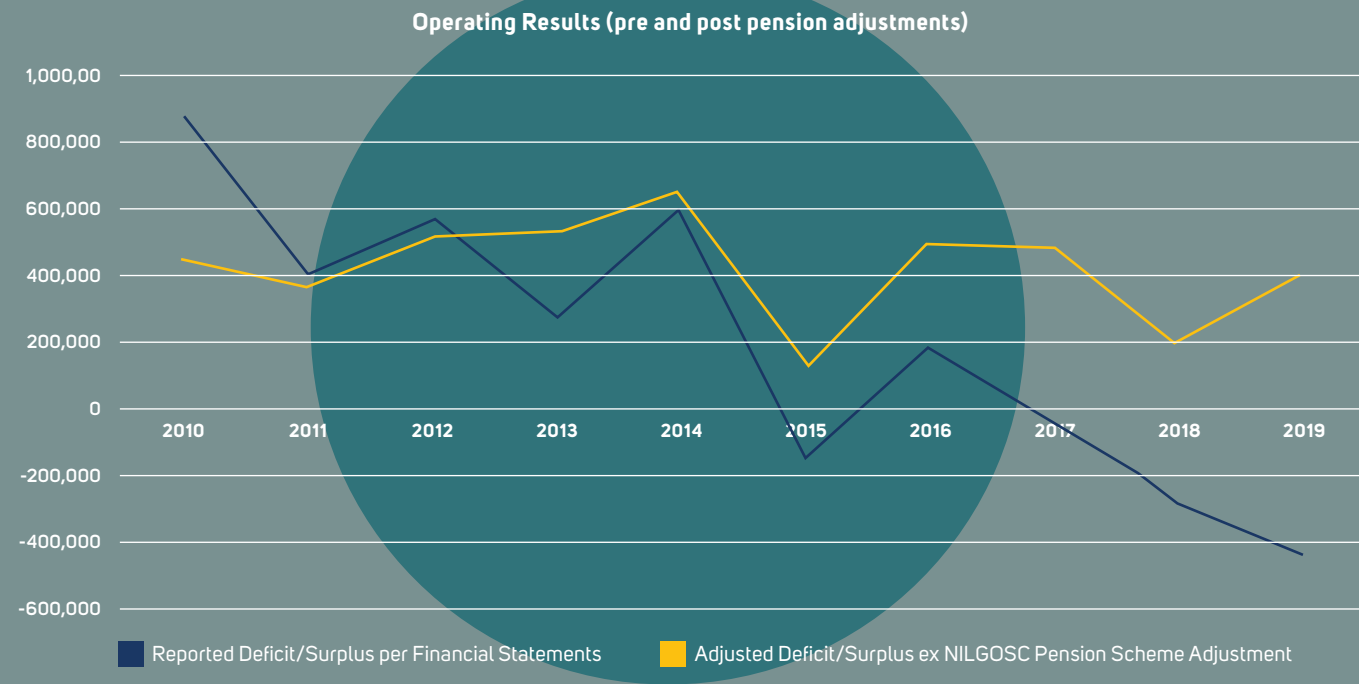
Total Expenditure for the year was £12.7M representing an increase of £354k (2.9%) on the prior year. The following is of particular note:

- Total staff costs, excluding the impact of FRS 102 pension adjustment and voluntary exit related costs increased by only £9k.
- Other Operating Expenditure decreased by £390k or 10.9% on the previous year.



Operating Results

The graph below shows the operating surpluses (before pension adjustments) compared with the reported financial deficit/surplus including the pension adjustments.



Statement of Financial Position

As noted above, adjusting for the impact of the FRS102 NILGOSC pension scheme actuarial valuation, an operating surplus of £392k was achieved (2017-18 - £196k) which is reflected in the increase in Reserves excluding Pension Reserve in the year to £7,563k (2017-18 - £7,171k).

With regards to the Pension Reserve, the impact of the FRS102 NILGOSC pension scheme actuarial valuation has increase the

Pension Scheme Liability recorded in the Statement of Financial Position to £7,943k (2017-18: £4,543k).

As a result the overall the Statement of Financial Position now shows a net liability position of £380k (2017-18 – net assets of £2,628k). The governors have a reasonable expectation that the University College will have adequate resources to continue in operational existence for the foreseeable future as they continue to maintain significant cash balances and continue to make an operational surplus before the pension scheme adjustments.

Summary

The College's financial strategy supports both investment in the campus and on-going sustainability of operations, whilst the necessity to make efficiency savings has been embraced.

The financial performance reflects the Governing Body's commitment to the generation of operating surpluses and to securing the financial solvency of the University College within the context of its long-term strategy and objectives.

Future Developments

It is expected that, with the support of Sponsor Department capital grant funding, the University College will continue to invest in the upgrade of the campus and facilities to progress priorities identified in the most recent College Estates Strategy. Estates projects expected to progress during 2019-20 include a project to upgrade the University College's outdoor Sports Facilities which is currently at the planning stage and a project to demolish a prefabricated building which is beyond the end of its useful life. A number of other Estates projects are also at the early stages of development and it is hoped that some of these works will be partially funded by the Sponsor Department in forthcoming years. However, at present there is uncertainty as to the availability and extent of future Sponsor Department capital funding.

KEY ACHIEVEMENTS



UCAS

**330 AVERAGE
ENTRY TARIFF**



**ESTABLISHED
PROVIDER STATUS
GRANTED**

QAA

**SUCCESSFUL QAA
ASSESSMENT**



32%

**STUDENTS
UNDERTAKING
STUDY
ABROAD**



30

**PARTNER
UNIVERSITIES
WORLDWIDE**

52

**RESEARCH AND
SCHOLARSHIP
OUTPUT**



**ECO CAMPUS
STATUS
AWARDED**

96%

**RECYCLING
OF RECOVERED
WASTE**



**STRANMILLIS
UNIVERSITY COLLEGE**

Stranmillis Road
Belfast
BT9 5DY
Northern Ireland
United Kingdom

T +44 (0)28 90381271
www.stran.ac.uk