

STRANMILLIS
UNIVERSITY COLLEGE

A College of Dublin City University, Ireland



ANNUAL REPORT
2022-23



ACADEMIC STANDARDS

The UK Quality Assurance Agency reports the highest level of confidence in academic standards.



STUDENT SUCCESS

We are proud to have a 96% student success rate.



EMPLOYABILITY

Stranmillis graduates have the highest full-time employment rate of any HEI in Northern Ireland.



GREEN CAMPUS

The College is the first HEI in Northern Ireland to be awarded EcoCampus status.



STUDENT SATISFACTION

Stranmillis is ranked first in Northern Ireland for student satisfaction (NSS 2022).

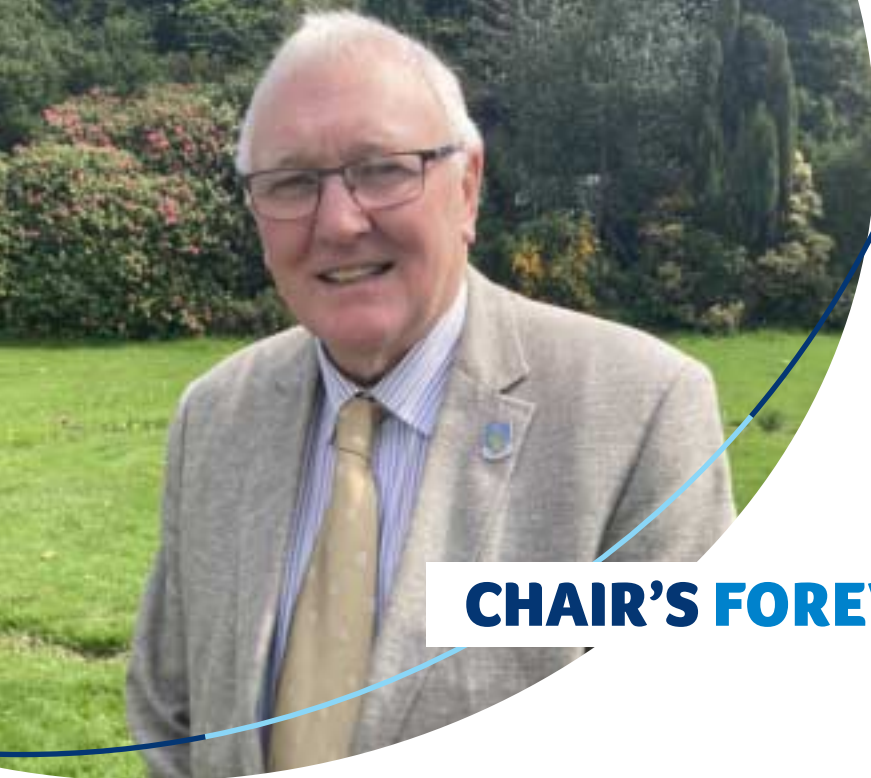


ACADEMIC STAFF

69% of our academic teaching staff are qualified to doctoral level.

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CHAIR'S FOREWORD

On behalf of the Governing Body of Stranmillis University College, it gives me great pleasure to introduce this annual report on the performance of the University College during the Academic Year 2022-23. We hope it will be of interest to our staff and students and to all our stakeholders.

There has been much to celebrate during what was our centenary year, and as a Board, we are immensely proud of the enthusiasm and talents displayed by our students and staff who gave up so much of their time and energy to make our modest celebrations so memorable for many.

Under the leadership of the Principal, the staff of the University College have steadfastly delivered excellent results against the targets set out in the College Business Plan 2022-23. They have responded positively to challenges and have grasped opportunities to further develop the University College, helping to ensure its sustainability and standing as a renowned Higher Education Institution both at home and further afield.

There are many excellent examples throughout this report of the delivery of high quality teaching, learning and research, which is testament to the high level of dedication of staff to the important work of the University College at all levels. There is a tremendous sense of teamwork and collaboration and much evidence of stakeholder engagement.

Staff engagement has been at the forefront of change activities throughout the year and supporting and developing the full potential of our students and our staff and focussing on their health and wellbeing has, and continues to be, of prime importance.

As we look forward to the future, we continue to be grateful for the support and guidance we receive from our Sponsor Department, the Department for the Economy. High quality teaching across the curriculum, and particularly in STEM subjects, is vital to ensuring that our young people receive an education that prepares them to take advantage of opportunities in the economy. As such, initial teacher education is an important lever for economic development and as a contribution to the achievement of our Sponsor Department's 10X ambitions.



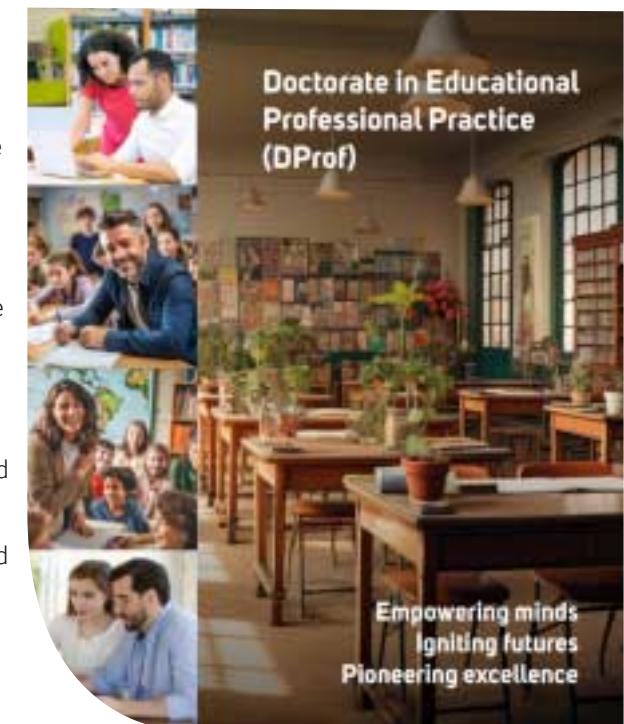
We are also looking forward to the launch of a Doctorate in Educational Professional Practice which has been developed in collaboration with Queen's University (QUB). This marks a significant milestone in the University College's development and we are very grateful to QUB for the opportunities this will present for the University College going forward.

With a shared sense of purpose and values and working closely with our partners, we will continue to deliver on the commitments in our Corporate Plan 2022-2025, as we remain resolute in the delivery of outstanding student experiences, to be an employer of choice, to be financially and environmentally sustainable and to have a positive impact on wider society. We will also continue to build upon other existing partnerships as well as developing new collaborations with local, national and international stakeholders. We are mindful however, of the prevailing budgetary pressures and the challenges that this will continue to present.

We will nonetheless move forward with a sustained commitment to the continuous improvement of our policies and practices, maintain strong governance and management arrangements and

ensure effectiveness, efficiency and economy in all our activities.

Edgar Jardine
Chair of the Governing Body





PRINCIPALS REPORT

The 2022-23 academic year marked a significant milestone in the history of the College as it celebrated its centenary.

Over the past century, the College has played a leading role in driving educational excellence and practice through high quality teaching, research and scholarship and a dedication to delivering our mission of transforming the lives of children, young people and, wider society.

Throughout the year, a series of events and activities commemorated this milestone. Notable events included a Research Symposium at Stormont, our Christmas Celebration at St Anne's Cathedral and a memorable Times and Seasons musical event in the Assembly Buildings Conference Centre in Belfast. These events brought together the Stranmillis community past and present and provided an opportunity to reflect on our rich history, establish legacy projects for future generations and strengthen our alumni network. Examples included the creation of a Centenary Nature Trail through our beautiful campus, the production of two commemorative books *Stranmillis Seasons: A Photographic Journey* and *The Stranmillis Story 1922-2022: A Century of Student Voices*, a range of engaging history and heritage events; events bringing together former

staff, past presidents, current staff, students and alumni to rekindle and strengthen relationships, new and old.

Achievements and Performance

Despite a challenging operational environment characterised by rising costs and budgetary pressures, the College successfully met or substantially met 92% of its Key Performance Indicators (KPIs)¹. This accomplishment aligns with the strategic goals outlined in the College Corporate Plan 2022-25 and the targets set in the Annual Business Plan 2022-23.



Student Recruitment

Attracting suitable students is one of our strategic priorities. Application numbers for undergraduate and foundation degree programmes remained strong, with an increase in overall applications. Recruitment to our postgraduate programmes also remained strong. Additionally, the introduction of fully funded Skill Up programmes in partnership with the Department for the Economy provided valuable opportunities for education professionals and others to enhance their expertise in the increasingly important area of Blended Learning. A number of new programmes have also been developed and will be offered as part of the Skill Up programme in 2023-24.

Student Success

The Northern Ireland Skills Barometer highlights the significance of work-based placements and experience in shaping the employability skills sought by employers. At Stranmillis, placements are an integral component of all our full-time programs, with nearly 1400 individual student placements organised each year. While this is a substantial commitment, it is absolutely essential and is one of the key factors contributing to the success of our students and a reason why graduates from Stranmillis boast the highest full-time employment rate among all higher education institutions in Northern Ireland.



Financial Sustainability

Despite initial projections of a deficit, the College is pleased to report a modest surplus for the year. This achievement was made possible through a combination of income generation strategies and prudent cost management. Moving forward, the College is exploring various measures to ensure continued financial sustainability, including maximising non-grant income, expanding our programme offering and our commercial operations, as well as exploring new international revenue opportunities.



Staff Development

As part of our management structure, the College was delighted to welcome Raymond De Lary as our new Director of Corporate Services and Development. We were also delighted that professorships were conferred on Dr Trisha Eaton, Dr Ken Gibson and Dr Noel Purdy in recognition of their outstanding contributions to academia.

Another key area of staff development was a comprehensive *You Say* Staff Survey 2022, which has provided valuable insights into what we are doing well as an organisation and identified areas for further improvement. Overall the survey provided a positive picture with the majority of staff reporting that they found their job rewarding and a source of satisfaction. An action plan and staff forum to address areas identified for improvement is underway. Initiatives such as the introduction of a hybrid working model have already been introduced; an initiative which, in addition to supporting staff, will also support our environmental sustainability targets.

During the year, the tenure of our two visiting Professors, Professor Liz Wood and Professor Colleen McLaughlin came to an end and I would like to thank Professor Wood and Professor McLaughlin for the enormous contribution that they have made to the college. Their departure, however, sees the start of a new journey as we welcome the appointment of two new Visiting Professors, Professor Lynn Ang from University College London and Professor Adam Boddison, CEO of APM. We very much look forward to working with Professor Ang and Professor Boddison over the coming years and drawing on the knowledge and expertise they will bring to the ongoing development of the College.



Looking Forward

As we reflect on one hundred years of achievements, we also recognise the need to continue to innovate and plan for the future. Our Vision and Plan for Stranmillis 203X will encompass further curriculum development, continued development of our estate, exploring and maximising potential income generation and student recruitment opportunities, as well as environmental sustainability initiatives, ensuring that the University College remains a hub of excellence and positive transformation in the years ahead.

The College's strong ethos of respect, ambition and support - valuing, encouraging and developing our students and staff - along with its commitment to enhancing the environment in which learning takes place, contributes to the dynamic and welcoming learning community which our students, staff and those who visit our campus, enjoy. These qualities provide the foundation of our core values, which will serve to guide the entire College community to move forward with a shared sense of purpose.

We extend our gratitude to all members of the College community for their contributions to our achievements this year, and to our continued success.





THE PURPOSE OF STRANMILLIS UNIVERSITY COLLEGE

OUR MISSION

To transform the lives of children, young people and communities, through excellence in teaching, research and scholarship.

OUR VISION

To be a leading institution with a reputation for excellence in the field of teacher education and related professions, driving innovative professional practice that will:

- Shape Education
- Unlock Potential
- Connect Locally and Globally
- Build Better Futures

OUR VALUES

Our core values underpin the culture and our behaviours within the University College and will support us in meeting our aims and objectives and provide the foundation for achieving our mission.



STUDENTS

We place our students at the centre of our planning and our future.



TEAMWORKING

We value working with others and the benefits that collaboration brings.



RESPECT

We promote social responsibility and respect by listening to and valuing all within and without our College community.



AMBITION

We are ambitious for our students, our staff, our University College, our partners and the wider community as we strive to achieve outstanding outcomes for all.



NURTURING

We seek to value, encourage and develop all of our students and staff as well as our own physical environment and the world around us.

OUR STRATEGIC AIMS

Over the past year, in line with the Corporate Plan 2022-25, the College has been focused on progressing its key strategic aims:

To deliver outstanding student experiences

- Ensure that all undergraduate (UG), postgraduate (PG), continuing professional development (CPD) and lifelong learning (LLL) programmes meet student and sector needs
- Deliver outstanding in-person and digital teaching and learning shaped by research and scholarship
- Recruit high calibre students on core programmes including those currently underrepresented in Higher Education
- Provide high-quality, timely services which support student welfare and wellbeing and enable students to achieve their full potential on their programmes
- Achieve high undergraduate and postgraduate retention and success rates and high post-graduation progression rates.

To be an employer of choice

- Recruit and retain high calibre staff
- Invest in the development of staff, including growing leadership capacity within teams
- Maintain a safe and attractive work (and study) environment for the College community which promotes wellbeing.

To be financially and environmentally sustainable

- Ensure financial sustainability by increasing income from the following sources:
 - fee-paying students outside of the MASN quota including in-person, blended and remote delivery of programmes
 - Hospitality, Accommodation and Conferencing Services (HACS) and use of campus physical resources, research and scholarship
 - additional public and private sector projects and partnerships
- Develop and sustain a high-quality learning and working environment, including digital infrastructure and outdoor facilities
- Continue to meet the requirements of the University College's Management Statement / Financial Memorandum (or any replacement agreement)
- Continue to operate an effective system of corporate governance and risk management and ensuring effective College management.

To impact wider society

- Develop and nurture effective local, national and international partnerships
- Focus research and scholarship to shape teaching, inform policy and change practice
- Promote and deliver Continuing Professional Development (CPD) and Lifelong Learning (LLL)
- Champion the use of technology to enhance outcomes in education.

We are proud
to have a 96%
student success
rate.



1

Aim One:

Delivering Outstanding Student Experiences

Certificate in Religious Education

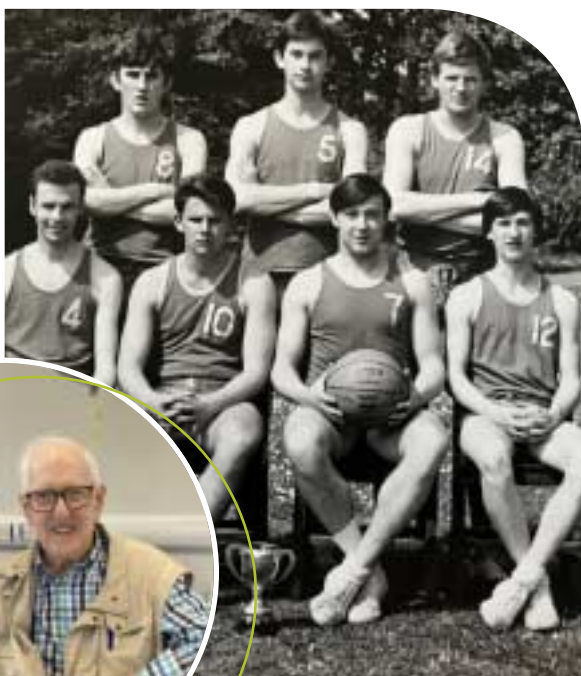
The recent collaboration between Stranmillis University College and St Mary's University College marks a significant milestone in the provision of the Certificate in Religious Education. The Certification, essential for securing a permanent teaching position in a maintained primary school, is validated by the Church Authority. Previously, Stranmillis students seeking this certificate had to complete an online or distance learning program. The new partnership has streamlined the process, offering students a more integrated and accessible pathway to achieve this important qualification.

Hooray for Harry

The College's Lifelong Learning programme provides an exciting range of short courses, from languages to watercolour painting, history to traditional woodcarving, proving that learning is truly lifelong.



Our Italian Conversation class had the pleasure of joining with fellow lifelong learner Harry Williamson to celebrate his 90th birthday.



The campus attracts students and staff from over 30 partner universities worldwide.



Study Abroad

The presence of international students on campus brings a wealth of cultural diversity and fosters a collaborative learning environment, enhancing the overall College experience. Throughout the year, the College had the pleasure of hosting 41 incoming Erasmus students from our European partner universities. Additionally, we had the privilege of welcoming groups of students and graduate teachers from three of our valued US partners: The University of Northwestern, St Paul, Taylor University, Indiana, and Indiana University.

Insight Placement

Teaching and learning extends beyond formal academic settings, and educators today now play a vital role in many organisations. Alongside their placements in traditional educational settings, our initial teacher education students engage in an 'insight placement' to highlight the collaborative nature of education and the broad range of opportunities open to them outside of the classroom.



Ladies Line Out

Established in 1925, King's Scholars rugby was one of the pioneering clubs within the College, contributing to the vibrant sense of community fostered by our Students' Union. Almost 100 years on, the Women's Rugby team is a recent addition to the College's rich history of clubs and societies, and they have had a successful inaugural season, marking a significant milestone in the College's sporting legacy.



Christmas in Words and Music

Christmas in Words and Music” is a cherished occasion where students and staff come together to rejoice in the holiday spirit. A highlight of our centenary celebration, this year’s event unfolded in grandeur before an audience of over 500 alumni and friends of the college in the magnificent surrounds of St Anne’s Cathedral on a chilly and magical winter evening.

Adapting to a Changing Society

Each year, students from Stranmillis and St Mary’s University Colleges come together for their Professional Learning in a Changing Society (PLiCS) programme. The focus this year was on “Working with Diverse School Communities: Leadership in a Changing Context.” The program explored how schools are evolving their values and practices to support and embrace diverse student and staff populations, ultimately creating inclusive and welcoming school environments. Students had the opportunity to reflect on what it means to be a

leader in fostering these values and practices, along with the associated opportunities and challenges.

Aspiring Entrepreneurs

The inaugural Stran Christmas Market, organised by our Graduate Resident Assistant, provided our students with a platform to exhibit their creative, production, and entrepreneurial talents. The delightful array of handmade and custom-made products for sale brought joy to many on Christmas Day.

Mathematics in the Great Outdoors

Our picturesque, wooded campus became a canvas for imaginative primary mathematics specialist students. Together, they crafted engaging and enjoyable outdoor math lessons for groups of primary school students. These lessons featured a series of experiences, including creating patterns with natural resources, determining the ages of trees, solving mysteries, and exploring numerical puzzles.



Promoting Mental Wellbeing

Addressing the importance of mental health is a recurring concern for students. Our Student Support and Wellbeing team curated a series of events throughout the year to raise awareness and help students with their mental health. This included a memorable live podcast with guests

Ciara Daly (make-up artist and mindfulness mentor), Ciaran May (from the Natural Resilience and Wellbeing Centre), and Cate Conway (BBC Radio presenter). Other activities included a Stress Less Week, offering a variety of enriching events and workshops aimed at helping students unwind and de-stress.





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Aim Two:

Being an Employer of Choice

A Marathon Endeavour

In a spirited display of collaboration, three relay teams composed of staff members from various departments across the College participated in the Belfast City Marathon as part of our partnership with The Daily Mile Network NI. This effort was supported by a dedicated team of ECS staff and Year 2 students, who not only provided crucial support but also cheered the teams along the route.

Championing STEM Education

Dr Irene Bell, Head of STEM at Stranmillis, was honoured with the prestigious 'Outstanding Contribution Award' from BCS (The Chartered Institute for IT) at the 2022 IT Educator of the Year Awards. Irene has been a steadfast advocate for ICT and computing education, and the Institute, an international organisation dedicated to promoting

the positive impact of IT on society, recognised her significant contributions as a champion for IT in education.

Staff Mobility Resumes

After a hiatus due to the pandemic, the Stranmillis Staff Mobility Programme resumed this year, with staff members visiting five of our valued partner universities. These visits were aimed at fostering relationships and creating opportunities for scholarship/research, as well as participating in partners' international events and conducting quality assurance activities. Destinations included the University of Agder (Norway), University of Leon (Spain), Paderborn University (Germany), Pädagogische Hochschule Tirol Innsbruck (Austria), and VIA College (Denmark).



Times and Seasons Celebration

One of the most memorable highlights of our centenary celebrations was the Times and Seasons event held at the Assembly Buildings Conference Centre. This joyous extravaganza brought together students, staff, alumni, and friends for a showcase of music, multimedia, and performances, all centred around the rich history, vibrant present, and promising future of Stranmillis. The event featured four remarkable choirs: The Stranmillis Centenary Choir, the Stranmillis Alumni Choir, the Recent Graduates Choir, and a Shared Voices Choir, which included students from Killard House School, Donaghadee, Grange Park, and St Comgall's primary schools.

Santa's Helpers

Teamwork and Respect are two of the College's core values, which were displayed as staff from across the College descended on the Technology



and Design workshop to create and produce 100 'centenary' reindeer from fallen wood from the campus. The Reindeer were subsequently sold raising over £800 for the college's chosen charities - Air Ambulance NI, Fields of Life and The Niamh Louise Foundation.

Daily Mile Pitches Up

A special Daily Mile event unfolded at Windsor Park, where Stranmillis students, staff, and Northern Ireland international, Niall McGinn, were joined by primary school students from Fane Street PS for a spirited run around the iconic national stadium. This event was part of the global celebration of World Daily Mile Day. The Daily Mile Santa Run also graced another iconic venue, with the Stranmillis Daily Mile team being joined by three local primary schools, Ulster Rugby players, local MPs and MLAs for an invigorating mile around the Kingspan Stadium.



3 Aim Three: Financial and Environmental Sustainability

Hibaku-jumoku Survivor Trees

On August 6, 1945, an atomic bomb devastated Hiroshima, Japan. Only 170 trees, known as the Hibaku-jumoku, survived. The Green Legacy Hiroshima project was established to convey a message of caution and hope - highlighting the destructive power of war, but also the resilience and regenerative power of both humanity and nature. Stranmillis had the privilege of planting three Hibaku-jumoku saplings, grown from the seeds of a Ginko tree and two Plane trees. These will stand as living symbols of hope and peace for generations of students, staff, graduates, and visitors.

Wind-ing It Up

Stranmillis is committed to environmental sustainability and energy consumption. As part of

the new optional primary science module 'Teaching Sustainability and Climate Change in the Primary School', students had the opportunity to engage in a hands-on workshop on renewable energy with Drumlin Wind Energy Cooperative, even constructing their own wind turbine. During their school-based placement, the students led a similar workshop in the classroom and aided their school in creating resources and activities to promote sustainability education.

Centenary Nature Trail

One of the key legacy projects from our Centenary celebrations was the development of a Centenary Nature Trail in collaboration with RSPB NI. This engaging and interactive outdoor resource, created by staff and students, which will be used by schools and community groups. The



trail, which is linked to an online educational resource, celebrates the rich bio-diversity and wildlife found on campus and showcases the College's dedication to conservation.

Diligent Digger

Once again, Stranmillis collaborated with staff and students from Queens University's Archaeology department to facilitate their archaeology student's fieldwork activities. The diligent excavators were joined by a Macmillan Cancer and Mental Health Working Group for a day, who enthusiastically participated in the learning experience. The digs uncovered fascinating artefacts, including prehistoric pottery and flint, as well as items associated with Stranmillis House when it was a residence in the 18th and 19th centuries.





Aim Four: Impacting Wider Society

Refugee Week

The College has established a close partnership with the local charity Saphara, which empowers young people to create thriving communities through transformative education, both locally and globally. As part of Saphara's Refugee Week, the campus was vibrant with the voices of young individuals celebrating diversity and uniqueness. Stranmillis students, in collaboration with their peers from St Mary's, hosted a series of "Be the Change" events for P5 pupils, with support from Year 13 students from secondary schools across Northern Ireland.

Partnering with Belfast City Council

The College has forged an innovative partnership with Belfast City Council to offer over 100 fully-funded places in our Classroom Assistant Academy. This program is designed to provide Level 4 training for both current classroom assistants and individuals aspiring to become a classroom assistant, enabling them to enhance their skills.

Skill Up

Blended Learning is playing an increasingly important role in education and, supported by the Department for the Economy, Stranmillis delivered a new Postgraduate Certificate in Blended Learning

for 37 education professionals as part of the Department's Skill Up programme. Building on that success, the College will be offering three new Postgraduate Certificate programmes in Digital Skills, STEM education and Leadership Skills Development in the 2023-24 academic year.

Consequences for Education

Collaborating with Ulster University, Newcastle University, and Queen's University Belfast, the College released a crucial report highlighting the severe repercussions of education budget cuts for children and young people in Northern Ireland. This report paints a grim picture of how these cuts will disproportionately affect the most vulnerable individuals in our communities, with any short-term savings being outweighed by the long-term costs of poverty, deprivation, and mental health issues.

Forgiveness Education

A research team from Stranmillis has actively participated in an international research project focused on 'Forgiveness Education'. Funded by the John Templeton Foundation, the project aimed to evaluate the impact of implementing Forgiveness Education in educational settings in culturally distinct regions of Israel/Palestine, Taiwan, and Northern Ireland. The team was invited to the USA



to attend and contribute to the Forgiveness Education Conference at the University of Wisconsin-Madison.

Advancing Early Years Education

Stranmillis University College places special emphasis on continuing professional development in early years education. In collaboration with the East Belfast Partnership Board, the College hosted a tailored series of workshops for Early Years practitioners across various settings. The close partnership with Eastside partners exemplifies the impact of evidence-based practices, as partners work towards more inclusive and diverse approaches in their specific educational settings, often facing complex challenges.

BUDDIES

The HSCL scheme in the Republic of Ireland and the Parent Officer role in the Northern Ireland aim to support families in high deprivation areas whose children are at risk of educational disadvantage. The BUDDIES Study, funded by the Shared Island-SCoTENS Research Partnership, was conducted in collaboration with University College Dublin and Marino Institute of Education. Led by our Centre for Research in Educational Underachievement, the project has developed deeper insights into the



practical experiences of these roles across the island, spanning pre-school, primary, and post-primary levels.

How to play the Danish Way

In January, the College welcomed a team of play experts from Teacher Education colleges across Denmark. These experts are currently involved in a Playful Learning Research project funded by the LEGO foundation. The week-long program facilitated knowledge-sharing between the team and local early years practitioners, resulting in the development of rich, inspiring, and impactful insights in this crucial area of education.

Testing Times

The debate on post-primary transfer through academic selection has been polarized for a long time. With the cancellation of transfer tests in 2020-21, grammar schools were compelled to devise alternative admissions criteria. The research report "Testing Times – Northern Ireland Post-Primary School Transfer without Tests in 2021" by the Centre for Research in Educational Underachievement (CREU) explores the lessons gleaned from this 'non-testing' year of post-primary transfer in Northern Ireland.



Teaching and Learning Review

The College has experienced a successful year in terms of teaching and learning, as well as quality assurance. The full return to in-person teaching, professional placements and on-campus activities is highly beneficial to students, not just in terms of their teaching and learning but in terms of their wellbeing and professional development. Moreover, the high response rate to the National Student Survey (NSS) and the above-average overall satisfaction score are commendable indicators of student contentment.

National Student Survey

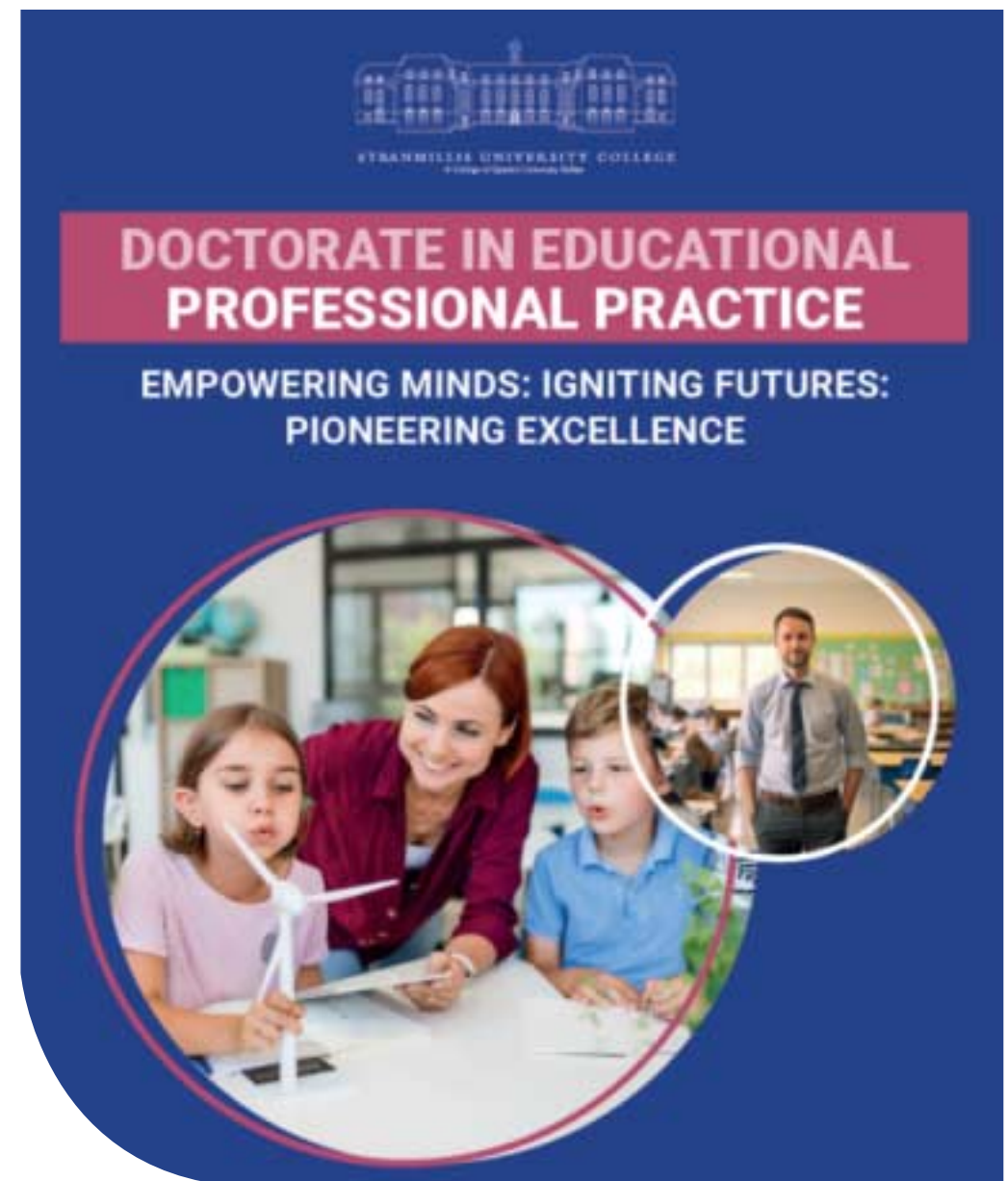
The National Student Survey (NSS) is a significant survey that is undertaken by final year undergraduate students and provides valuable feedback to universities and colleges. Response rates to NSS 2022 from Stranmillis students remained very high at 76%. The overall satisfaction score for Stranmillis University College was 78%, which is above the national average. The College performed well in areas such as teaching staff's ability to explain information and the course developing the knowledge and skills needed for our students' future, as well as a particularly high score for our library services recognising recent investments.

Skill Up

The Department for the Economy funded Skill Up programme and the successful funding acquisitions for professional development demonstrate the College's dedication to equipping education practitioners with relevant and sought-after skills, aligning well with the government's 10x Strategy. As part of Skill Up, the College developed and delivered a Postgraduate Certificate in Blended Learning and developed three new Postgraduate certificate programmes (Digital Skills, STEM Education and Leading Skills Development) for delivery in 2023-24. In addition, the College secured funding from Belfast City Council for 100 places on our Classroom Assistant Academy for delivery in 2023-24.

Quality Assurance

The favourable outcomes from our Quality Assurance reviews - Annual Provider Review and the positive feedback from the Continuous Action for Programme Enhancement (CAPE) process - further affirm the College's commitment to upholding the highest educational standards, with no areas of our course provisions requiring action.



Doctorate in Educational Professional Practice

The College received approval for the first doctoral level qualification to be offered at the College to launch in September 2024. The commencement of the Doctorate in Educational Professional Practice is a significant milestone, underscoring the College's investment in cultivating a research

culture. This achievement will undoubtedly bolster the College's academic standing and provide an excellent opportunity for education and related professionals to continue to doctoral level study through a professional qualification.



Research and International Engagement Review



This year has been an extremely successful one for our research team, with an impressive 70% success rate for the funding applications submitted. The total value of the research funding awarded during the year was £400k (including collaborative projects), with almost all of the funding (£394k) allocated to Stranmillis itself. The Centre for Research in Educational Underachievement (CREU) secured more than three-quarters of the total College research funding during 2022-23.

RESEARCH FUNDING 2022-23

| CREU Total Awarded | CREU Income to SUC | Other Research Total Awarded | Other Research Income to SUC | Overall Total Awarded | Overall Income to SUC |
|--------------------|--------------------|------------------------------|------------------------------|-----------------------|-----------------------|
| £311k | £304k | £95k | £90k | £406k | £394k |

In comparison, the total research income from 2015-16 to 2021-22 amounted to £500k. The establishment of our Centre for Research in Educational Underachievement is a pivotal factor in this growth, as its reputation continues to expand locally, nationally and internationally. The

Centre has spearheaded several significant funded projects, including research for the Republic of Ireland's Department of Children, Equality, Disability, Integration and Youth (DCEDIY), the Department for the Economy NI, the Nuffield Foundation, and the Safeguarding Board NI.



Overall, **78%** of our research activity was deemed to be '**recognised internationally**' in terms of originality (REF 2021).

A Global Voice

In addition to the customary production of a wide range of papers, reports, book chapters, and academic articles, representatives from the College were called upon by the media to participate in interviews and panel discussions on a diverse array of educational topics. This level of engagement underscores the increasing recognition of the College for its expertise in education and related fields. Furthermore, Dr Glenda Walsh has been asked to join the Advisory Board for Playful Learning in Denmark, funded by the LEGO Foundation, and to serve as Vice President of Early Education—a leading charity and professional membership organisation for early years practitioners and providers throughout the UK. A list of publications is given in Appendix A.

Student and Staff Mobility

In support of the College's internationalisation, a new International Strategy was developed to align with evolving opportunities for global engagement.



The final allocation of Erasmus funding was used to fund outgoing staff mobility, with visits completed to 5 EU partner universities in the summer term of 2023. Although the UK's new Turing Scheme focuses on student (rather than staff) mobility, the College remains committed to funding staff mobility visits to a range of international partner institutions.

Throughout the academic year, in addition to 23 of our own students benefiting from enriching study abroad experiences in Europe and a further 4 travelling to Taylor University in Indiana (USA), the College warmly welcomed:

- 41 incoming Erasmus students as well as 2 American Irish Scholar students.
- 7 students from Taylor University, Indiana accompanied by two Faculty members. A further group of faculty staff from Taylor, including the University President, Dr Michael Lindsey, also visited the College
- 10 students plus faculty staff from the University of Northwestern, St Paul
- Dr Laura Stachowski (Indiana University) and five elementary school teachers for a week-long professional development programme entitled 'Creative Pathways to Peace' in June 2023.

These accomplishments reflect a commendable dedication to fostering a vibrant global academic community within our University College. The strides made in research and international engagement are promising indicators of the institution's continued growth and influence.



Student Support Engagement Review

In line with our core values, Stranmillis places students at the heart of everything we do. This year, our Student Support Services team has been actively engaged in providing robust student support and wellbeing programs designed to empower every student to realise their full potential and achieve success.

Careers and Employability

Employability for our graduates continues to be strong, with the College boasting the highest full-time employment rate among all higher education institutions in Northern Ireland. In addition to the skills developed as part of their degree, our students benefit from comprehensive Careers and Employability support, from careers induction sessions for first-years to regular employer engagement opportunities, skill-enhancing volunteering opportunities to a 9-week program for final-year students focused on seamless transition into employment. Furthermore, Stranmillis extends its Careers and Employability support for up to two years post-graduation.

Widening Participation

Widening Participation remains a priority for Stranmillis College, with a focus on three key areas: *Supported Work Placements*, where collaboration between the College and special education schools has provided valuable work experience for students, enhancing their employability skills; *Building Professional Support* through fostering critical partnerships to effectively promote higher education awareness and engagement among care leaver young people; and *Addressing Gender Imbalance* through the active promotion of males into education through a range of outreach activities and a mentor scheme, have been key to tackling barriers to higher education.



Induction Residential

Our Induction Residential program serves as a vital bridge for students transitioning from secondary to higher education. This complimentary 3-day residential experience, held prior to the start of term, offers invaluable insights into university life and fosters opportunities for new connections and friendships.

Student Support and Wellbeing

The Student Support and Wellbeing team continues to offer an extensive range of services, including counselling services in collaboration with Inspire the provision of occupational health services, disability support tailored to specific needs, and a Communication Skills Centre with peer tutor support. Additionally, a diverse array of engaging workshops and activities were delivered throughout the year, such as World Mental Health Day initiatives, support for period poverty, money management workshops, Stress Less week events and Eating Disorder Awareness, contribute to a nurturing and supportive student-centric environment.



Graduate Outcomes Survey

The Graduate Outcomes Survey plays a pivotal role in gathering valuable insights from recent graduates to help current and future students gain an insight into career destinations and development. The results of the survey provide a very positive picture of Stranmillis, with the College achieving the highest results in Northern Ireland.

- **Employment:** 76% of graduates were in full- or part-time employment with a further 17% studying (or combining work and study), and the number in low-skilled employment remaining extremely low.
- **Degree Applicability:** 95% of graduates find their current activities meaningful, significantly surpassing the national average of 84%. Stranmillis alumni also express the highest levels of agreement in utilising their academic learning in their current pursuits and aligning them with future plans.
- **Skill Utilisation:** 96% of graduates reported the securing of high or medium skill employment outperforming all other higher education institutions in Northern Ireland.



Corporate Services Review

The establishment of a new Corporate Services Directorate marks a pivotal strategic move in preparing the College to effectively tackle upcoming challenges. Extensive efforts within the directorate have successfully steered the University College towards reducing a projected financial deficit by augmenting and increasing non-core income streams and reducing costs, resulting in a surplus for the year.

Income Generation

Revenue from the College's Hospitality, Accommodation, and Conferencing Services (HACS) plays a crucial role in ensuring financial stability. Notably, income from HACS was £2.33 million, an increase of 21% over the previous year, partly as a result of full halls occupancy. Conferencing business made a positive return this year, rebounding from the effects of the Covid pandemic, with the College hosting several major conferences and seminars with income from conferencing, room hire, catering services, and non-student accommodation exceeding budget. This growth was achieved despite income being impacted by the unavailability of key facilities in Main Building due to major remedial work. It is anticipated that these will be back in operation by Autumn 2023.

Estates Development

Ensuring that we maintain a modern campus, with quality resources and facilities is crucial to meet the needs, demands and expectations of students, staff and campus users. Throughout the year, a series of substantial projects have been undertaken to maintain the College's reputation as an exceptional place to live, study and work. These projects include improvement works to key facilities such as the Conference Hall and Boardroom in the Main Building, Back Gate Lodge, Craignantlet dining room; the completion of the refurbishment of the historic boundary wall and the resurfacing of campus roads and paths; and the upgrades of campus signage and street lighting.



Energy Reduction

Significant strides have been made in reducing energy consumption and enhancing waste recycling. Noteworthy achievements include a 6.5% reduction in gas consumption and a 4.81% decrease in electricity consumption. Our commitment to recycling is evident with 100% of waste being recycled or recovered, along with a 12.5% reduction in the number of waste collections.

Staying Connected

A substantial amount of resources and training has been dedicated to transitioning 90% of our network infrastructure to the cloud and off-site. This included the implementation of a resilient second JaNET connection and associated firewall. Concerted effort also went into enhancing IT security, ensuring regular scans, tests and cybersecurity measures are in place. Further IT investment has also been made to facilitate hybrid working, including the establishment of three MS Teams rooms. The laptops acquired for the Student Digital Poverty Loan-out scheme, which were invaluable during the pandemic, continue to be utilised to support students.



Sustainability

Efforts continue to manage the campus in an ecologically sound manner to bolster biodiversity and decrease maintenance as we look to achieving Green Flag status, with innovative initiatives such as the creation of a new Centenary nature trail in partnership with RSPB NI, leaving grassed areas with wildflowers and flowering weeds untouched during the flowering season, and implementing a new tree planting program. All of these contribute to a more sustainable and environmentally-conscious campus. In addition, a new draft Environmental and Sustainability Policy has been prepared and is being implemented which will set the agenda for Stranmillis going forward on a path to achieve net zero. Further developments in our commitments to Sustainability such as the formation of a Sustainability Working Group will be undertaken in 2023-24.

In summary, the University College is making substantial progress in achieving financial stability, operational efficiency, and environmental sustainability. These endeavours not only bode well for the College's future but also have a positive impact on the environment and the broader community.

Corporate Services Review

Financial Performance

The following table represents the financial results for the University College for the year to 31 July 2023:

| | 2023 £'000 | 2022 £'000 |
|---|---------------|---------------|
| Reported Operating Deficit | (54) | (305) |
| NILGOSC actuarial valuation charges | 407 | 1,267 |
| Exceptional Item – partial reversal of prior impairment to College land | - | (560) |
| Operating Surplus after adjustments | 353 | 402 |

The table above shows that an operating surplus of £353k was achieved in 2022-23 (2021-22 – £402k). However, adjusting for the impact of the FRS102 NILGOSC annual pension scheme actuarial valuation (and an Exceptional Item in 2021-22), the University College recorded a deficit of £54k in the 2022-23 year compared with a deficit of £305k in the previous year.

An Exceptional Item of £560k was recognised in the previous year due to the reversal of a prior impairment in the value of the University College land. The impact of the annual adjustment relating to the NILGOSC Pension actuarial valuation resulted in a charge of £407k in the year (2021-22 – £1,267k).

Total Income for the year to 31 July 2023 was £13.9m representing an increase of £853k (6.6%) on the prior year. The following is of particular note:

- After removing the Deferred Capital Grant Release and Furlough Income, Funding Grant Income has reduced by £39k compared to the 2022. The Deferred Capital Grant Release has increased by £212k or 21.4% in the year in line with a higher Depreciation charge in the year.
- Tuition Fee income was £4,798k compared to £4,747k in the previous year – an increase of £52k. Full-time tuition fee income fell by 0.1% and part-time tuition fee income increased by 7.2%. Total full-time equivalent student numbers have decreased slightly to 1,012 (2022 – 1,043). Tuition Fee income contributed 34.6% (2022 – 36.5%) of Total Income.
- Other Operating Income has experienced an increase of £391k or 16.8% over the year to £2,695k. The bulk of this income category relates to Hospitality, Accommodation and Conferencing Services Department managed activities including the Halls of Residence, Catering, Conferencing and Facility Hire income which contributed £2,471k or 17.8% of Total Income in the year (2022 – £2,021k or 15.5%), an increase of £450k or 22%. Facility Hire income recovered significantly from the

impact of the Covid-19 pandemic during the year, increasing by £85k (81%) to £189k whilst Halls of Residence income increased by £186k (12%) to £1,674k and reflects largely full occupancy throughout the year. Catering income, including conference related catering income, also increased by £83k (75%) to £194k. These increases demonstrate the continuing positive trend of a sustained recovery of activities post pandemic.

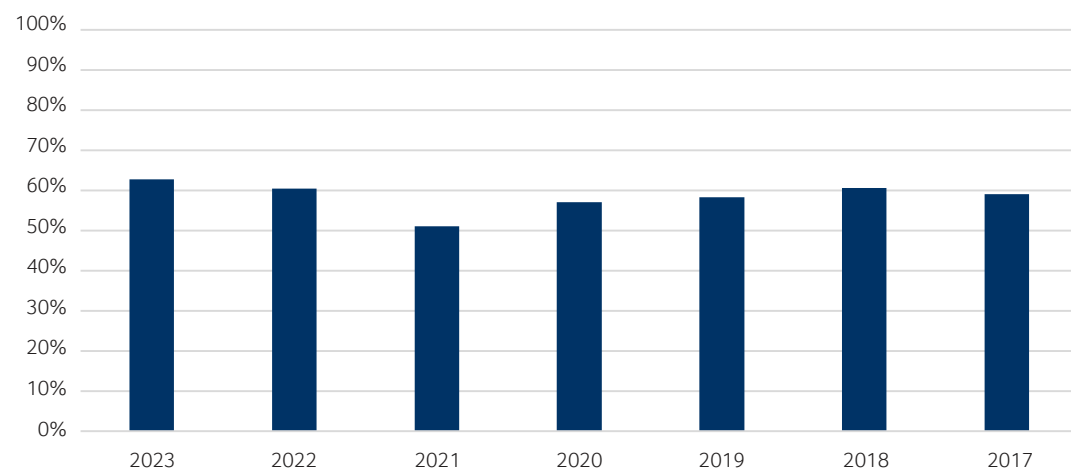
- Overall Research Income has increased to £271k representing a £79k or 41% increase on the prior year. The number, scale and duration of research projects varies considerably over time. However, the University College has enjoyed good success in this area during the 2022-23 financial year. For example, in 2022-23, there were 23 projects generating income (2022 – 16 projects) with 7 of these projects each generating over £15k of income (2022 – 2 projects).

The figures and the graph below show the increasing proportion of income, adjusted to remove the distorting impact of deferred capital grant income, derived from sources other than from the Sponsor Department core grant with the 2023 result showing the highest income proportion from non-Sponsor Department sources over the 5-year period.

| | 2023 £'000 | 2022 £'000 | 2021 £'000 | 2020 £'000 | 2019 £'000 |
|--|---------------|---------------|---------------|---------------|---------------|
| Total Income – ex Core Grant | 7,940 | 7,261 | 5,569 | 6,004 | 6,449 |
| Income adjusted for impact of DCG income release | 12,661 | 12,020 | 10,915 | 10,526 | 11,051 |
| Adjusted Funding % | 63% | 60% | 51% | 57% | 58% |

In addition, the graph below shows the proportion of income derived by income type over the 5 years to 2023 (excluding deferred capital grants). The 2022-23 year represents the highest level of income earned in the last five years. It can be seen that the 2019-20 and 2020-21 income levels, especially Other Operating Income, were significantly adversely impacted by the Covid-19 pandemic.

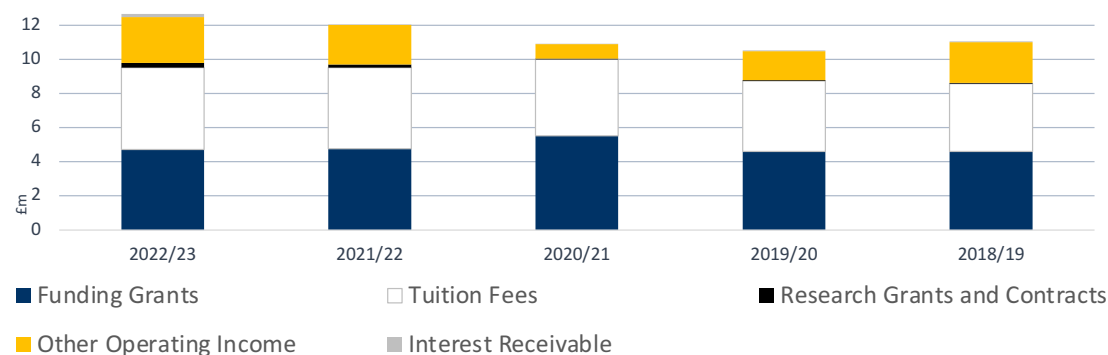
Adjusted Non DfE Funding %



Income of £3,142k or 22.7% (2022 – £2,504k or 19.2%) of Total Income in the year was derived from sources other than Sponsoring Department Funding Grants and Tuition Fees. The University College remains committed to the income

diversification strategy which has been successfully pursued over recent years. By taking this approach, the University College has been successful in reducing reliance on core

Total Income 2018/19 to 2022/23



Income of £3,142k or 22.7% (2022 – £2,504k or 19.2%) of Total Income in the year was derived from sources other than Sponsoring Department Funding Grants and Tuition Fees. The University College remains committed to the income

diversification strategy which has been successfully pursued over recent years. By taking this approach, the University College has been successful in reducing reliance on core government funding.

Expenditure

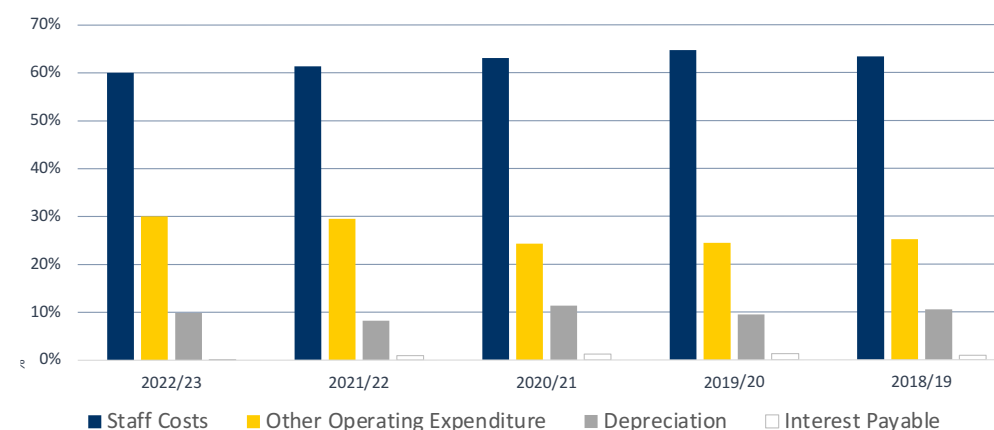
Total Expenditure for the year totalled £13.9m representing an increase of £41k (0.3%) on the prior year. The following is of particular note:

- The most significant element is Staff Costs which equates to 60% of Total Expenditure (2022 – 61%).
- When the impact of the annual FRS102 NILGOSC pension scheme actuarial valuation is removed, staff costs increased by £581k or 7.9% on the prior year to £7,956k. This included an amount relating to the early implementation of part of the 2023-24 pay award, which was payable from 1 February 2023.
- Other Operating Expenditure of £4,184k increased by £89k or 2.2% on the previous year (2022 increased by £983k and 31.6%). The most significant increase in operating expenditure has been the increase in Refurbishment, Maintenance and cleaning costs to £451k (2022 – £365k). Costs in relation to the Hospitality, Accommodation and Conferencing Services have increased by £46k compared with the previous year as the conferencing business continues to return to more normal activity levels post pandemic. These costs also include the associated HACS energy costs which have decreased slightly compared to comparatively high costs incurred in

the prior year. Non HACS energy costs have fallen slightly by 2% and now stabilised, albeit at a higher level, following a significant increase in the prior year due to the ongoing cost of living situation and global factors. As the University College celebrated its Centenary during the 2022-23 financial year costs of £67k (2022 – £2k) were incurred including a celebratory event – Times and Seasons. Overall Research Project costs have dropped by £33k (55%) on the prior year to £28k. This is largely due to the makeup of specific research projects undertaken in the year with some projects being less non-staff cost intensive than others. Funded Project costs have also decreased by £55k (27%) on the prior year to £150k. This is due to the Higher Education Transition Experience Initiative project finishing during the prior year with no costs being incurred under this project in the current year. This expenditure also includes costs associated with the Diversity and Mutual Understanding, International Outreach DfE funded programmes along with the Erasmus and Turing international student exchange programmes.

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

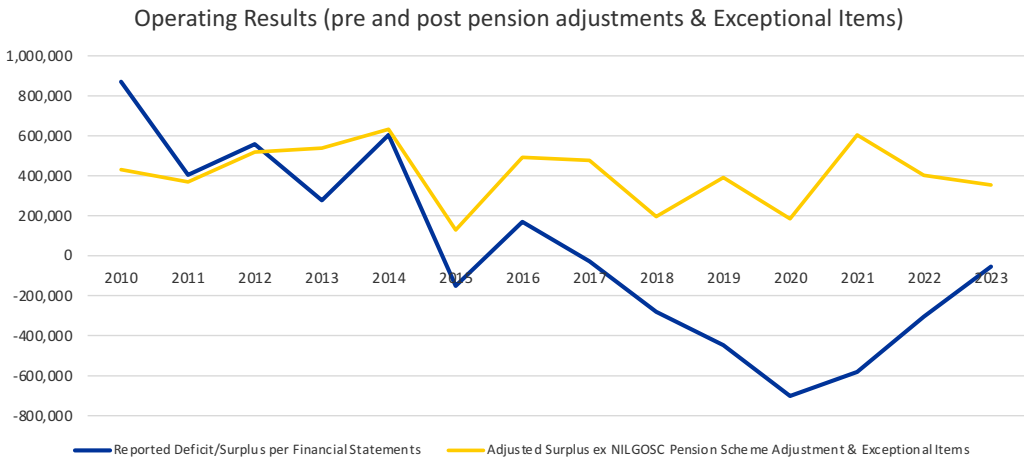
% of Expenditure to total expenditure 2018/19 to 2022/23



Operating Results

The graph below shows the operating surpluses (before NILGOSC related pension adjustments and Exceptional Items) generated over recent

years compared with the reported financial deficit/surplus including the pension adjustments since 2010.



Statement of Financial Position

Overall, the Statement of Financial Position shows a Net Asset Position of £27.69m (2022 – £26.82m). The increase in Net Assets is largely as a result of the reduction in the NILGOSC Pension Scheme Liability from £521k in the previous year to £nil in the current year. A pension scheme asset exists but has not been recognised by the University College in line with

normal accounting practice. Despite funding some further capital projects during the year, cash holdings and short-term deposits also remain strong at £5.7m (2022 – £5.5m). However, as noted above, General Reserves have been strengthened by £353k (2022 – £962k) in the year to £27.69m (2022 – £26.82m) as shown below:

| | 2023 £'000 | 2022 £'000 |
|-------------------------------------|---------------|---------------|
| Reported Operating Deficit | (54) | (305) |
| NILGOSC Actuarial charges | 407 | 1,267 |
| Increase in General Reserves | 353 | 962 |

The governors have a reasonable expectation that the University College will have adequate resources to continue in operational existence for the foreseeable future as the College continues to maintain significant cash balances and continues to make an operational surplus before the pension scheme adjustments. However, significant and indeterminable challenges, both in scope and duration, still lie ahead to manage the ongoing cost of living situation.

Cash Flow

The Cash Flow Statement shows a net increase in cash of £149k (2022 – £202k net increase) to £5,679k (2022 – £5,530k).

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 College within the context of its long-term strategy and objectives.

Future Developments

Over recent years, the University College has continued to receive more significant levels of recurring Sponsoring Department capital funding than was previously the case. However, from 2023-24, it is expected that the availability of Sponsor Department capital funding will be much more challenging. For 2023-24, apart from some £365k which is available largely to complete projects already underway during 2022-23, and some £315k which has been secured, under the separate Invest to Save programme, to install more energy efficient lighting with the Halls of Residences, there is currently no capital funding available for new capital projects, however, additional funding may

become available towards the end of the Sponsor Department year end of March 2024. As a NDPB, the University College is not permitted to use its own funds to progress capital works without Sponsor Department budget cover being in place.

Upon securing further Sponsor Department provided capital grant funding, the University College will continue to invest in the upgrade of campus facilities aimed at progressing priorities identified in the most recent University College Estates Strategy including moving forward its plans for the refurbishment of the campus outdoor sports facilities. 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 beyond the end of March 2024.



Appendix A – Recent Publications

| Surname | First Name | Output Type | Citation |
|---------|------------|--|---|
| Dunn | Jill | Conference paper / presentation | Dunn, J. and Mehigan, G. (2023) Interactive apps in re-engaging children in story writing – views from within the primary classroom. Paper presented at the Educational Studies Association of Ireland (ESAI) Annual Conference, Belfast, March. |
| Walsh | Glenda | Conference paper / presentation | Walsh Glenda (2023) “We have lots to tell you”: Consulting with babies, toddlers and young children on their Early Childhood Curriculum Framework, Aistear in Ireland, EECERA Conference, Estoril, Portugal, Friday 1st September |
| Walsh | Glenda | Conference paper / presentation | O’Toole, Leah, Kerrins, Liz and Walsh, Glenda (2023) Accessing the Voices of Children Under 3, European Commission’s Working Group on Early Childhood Education and Care, Thursday 14th September |
| Walsh | Glenda | Conference paper / presentation | Walsh, Glenda and McCartney, Suzanne (2023) The Role of the Early Childhood Education and Care in Shaping Northern Ireland’s Future, The Belfast Area Outcomes Working Group for Children and Young People, Tuesday 3rd October. |
| Purdy | Noel | Media interview (eg. Radio / TV / podcast interview) | Purdy, N. (21st September 2023) ‘Growing Up Online in NI’. Interview on BBC Radio Ulster Good Morning Ulster. |
| Purdy | Noel | Media interview (eg. Radio / TV / podcast interview) | Purdy, N. (21st September 2023) Report on ‘Growing Up Online in NI’ BBC One NI, BBC Newsline, Evening News (from 9 m 55s – 12 m 55s) https://www.bbc.co.uk/iplayer/episode/m001qsc4/bbc-newsline-evening-news-21092023 |
| Purdy | Noel | Research report | Purdy, N., Ballentine, M., Lyle, H., Orr, K., Symington, E., Webster, D., York, L. (2023) Growing up Online: Children’s online activities, harm and safety in Northern Ireland – an Evidence Report. Belfast: Stranmillis University College/Safeguarding Board for Northern Ireland. |
| Walsh | Glenda | Research report | O’Toole, L., Walsh, G. and Kerrins, L. (2023) A Consultation with Babies, Toddlers and Young Children to Inform the Updating of Aistear. https://ncca.ie/en/updates-and-events/latest-news/2023/may/consultation-with-babies-toddlers-and-young-children/ Dublin: NCCA. |
| Walsh | Glenda | Research report | RSM (UK) with Lucid Talk, the National Children’s Bureau and Dr Glenda Walsh (2023) Review of Childcare Services in Northern Ireland: Final Report. https://www.education-ni.gov.uk/publications/rsm-2023-de-review-childcare-services-ni-final-report , Belfast: Department of Education. |
| Walsh | Glenda | Research report | O’Toole, L., Walsh, G. and Kerrins, L. (2023) A Consultation with Babies, Toddlers and Young Children to Inform the Updating of Aistear. https://ncca.ie/en/updates-and-events/latest-news/2023/may/consultation-with-babies-toddlers-and-young-children/ Dublin: NCCA. |
| Walsh | Glenda | Research report | RSM (UK) with Lucid Talk, the National Children’s Bureau and Dr Glenda Walsh (2023) Review of Childcare Services in Northern Ireland: Final Report. https://www.education-ni.gov.uk/publications/rsm-2023-de-review-childcare-services-ni-final-report , Belfast: Department of Education. |

Book Chapter

Purdy, N., Dunn, J. and McClelland, D. (2022) ‘Building Positive Relationships with Children and Parents’ in Primary Teaching Primary Teaching: An exploration of learning and teaching in primary schools today – 2nd edition (Edited by Catherine Carden) London: Sage/Learning Matters. [ch. 16, pp303–314]

McMurray, S. (2022) Why Systematic Synthetic Phonics (SSP) alone cannot meet the needs of all children. In Sue Flohr and Helen Goodsall (Eds) The Dyslexia Handbook 2022. Reading, England. British Dyslexia Association. pp124–136

Webster, D. and Purdy, N. (2023) ‘Safeguarding Children and Young People in a Digital World: Addressing the Challenges’ [ch.16] in D. Trotman, N. Purdy and P. Jones (Eds.) Pastoral Care in Education: Time for Change. Cambridge Scholars.

Purdy, N. and Spears, B. (2023) ‘Co-participatory Research Methods in Pastoral Care: Lessons from two case studies’ [ch.6] in D. Trotman, N. Purdy and P. Jones (Eds.) Pastoral Care in Education: Time for Change. Cambridge Scholars.

Purdy, N., Hall, K., Khanolainen, D. and Galvin, C. (2023) ‘Teacher Quality Driven by Equity and Social Justice: Arguments for an Alternative Values-Centred Vision of Teacher Education’, in J. Madalinska-Michalak (ed.) Quality in Teaching and Teacher Education: International Perspectives from a Changing World. Leiden, Netherlands: Koninklijke Brill NV. [Chapter 3, pp.50–71].

Galvin, C., Kampylis, P., Nic Craith, D., Madalińska-Michalak, J. and Purdy, N. (2023) ‘Mobilising Policy to Reframe Teaching and Teacher Education in Europe: the European Commission’s emerging role within the Teacher Quality Agenda’ in J. Madalinska-Michalak (ed.) Quality in Teaching and Teacher Education: International Perspectives from a Changing World. Leiden, Netherlands: Koninklijke Brill NV. [Chapter 14: pp304–328].

Conference Paper / Presentation

Purdy, N., Scheithauer, H., Willems, R. A., Smith, P.K., Mameli, C., Guarini, A., Brighi, A., Menin, D., Culbert, C., Hamilton, J., Völlink, T., & Harris, J. (2022) ‘Towards a new categorization model of nasty or unpleasant experiences on the internet among young people from lower socioeconomic groups in Europe’. Presentation at the Annual Conference of the European Association of Research on Adolescence (EARA), Dublin, Ireland, 24–27 August 2022.

Willems, R.A., Smith, P.K., Culbert, C., Purdy, N., Hamilton, J., Völlink, T., Scheithauer, H., Fiedler, N., Brighi, A., Menin, D., Mameli, C., Guarini, A. (2022) ‘Internet use among young people from lower socioeconomic groups in Europe’. Presentation at the Annual Conference of the European Association of Research on Adolescence (EARA), Dublin, Ireland, 24–27 August 2022.

Moffett, P. (2022) ‘Preparing pre-service teachers to teach mathematics outdoors’, Paper presented at the Teacher Education Advancement Network (TEAN) conference, on-line. 5–6 May.

McClelland, D. and Purdy, N. (2022) ‘Back to the Future: contemporary lessons from a century of learning at Arellian, Ireland’s oldest nursery school’. Presentation delivered at the SCoTENS Annual Conference, Crowne Plaza Hotel, Dundalk (20th October).

Purdy, N. (2022) ‘Support and Provision for children with SEN in NI – funding, provision within the classroom, workforce priorities and coordination between key stakeholders’. Invited presentation at Policy Forum for Northern Ireland “Next Steps for SEN provision in Northern Ireland”. Online Friday 11th November.

Bell, I. (2022) Digital School House – A model of teacher professional development using industry and education collaboration. La trasformazione digitale nella Scuola, negli ITS, nell’Università e nella formazione professionale. Didamatica Conference Milan Nov 2022.

Purdy, N. (2023) ‘Addressing Educational Underachievement in Northern Ireland: Towards a more Inclusive Approach’. Invited presentation at 10x in Higher Education: Effective Learning and Teaching Conference held Friday 24 March 2023 at Stranmillis University College, Belfast.

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| Purdy, N., Walsh, G., Orr, K., Millar, A. and Ballentine, M. (2023) ‘Testing Times: Northern Ireland School Transfer without Tests in 2021’. Presentation at Annual Conference of Educational Studies Association of Ireland (ESAI), Stranmillis University College, Belfast 30th March – 1st April 2023. |
| Orr, K., Purdy, N. Symington, E., Humphrey, C. (2023) ‘Helping Children and Young People from Disadvantaged Communities to ‘Thrive’: Learning from a ‘Learning Partnership’. Presentation at Annual Conference of Educational Studies Association of Ireland (ESAI), Stranmillis University College, Belfast 30th March – 1st April 2023. |
| Dunn, J. and Mehigan, G. (2023) Interactive apps in re-engaging children in story writing – views from within the primary classroom. Paper presented at the Educational Studies Association of Ireland (ESAI) Annual Conference, Belfast, March. |
| Walsh, G., Martin, C., Sloan, S., Dunn, J., Gibson, K., Orr, K., and Winter, F. (2023) BUDDIES: the role of Home-School Community Liaison Coordinators in building bridges to diminish educational disadvantage across Ireland. Paper presented at the Educational Studies Association of Ireland (ESAI) Annual Conference, Belfast, March. |
| Dennehy, N., O’Hagan, C., Costa, J. (2023) An overview of findings from a collaborative Scotens project on Assessment and Learning (AAL) in initial teacher education and teaching practice. Paper presented at the joint UCC/SUC Assessment as Learning Conference, 29 March 2023, Online. |
| Dennehy, N. & O’Hagan, C. (2023) Developing a shared programme of support for student teachers in Ireland - North and South – in implementing best practice approaches to ‘Assessment as Learning’ (AAL) in post primary school. Paper presented at the Annual Conference of the Educational Studies Association of Ireland, 30 March 2023, Belfast, Northern Ireland. |
| Moffett, P., and Nic Muiri, S. (2023) ‘Outdoor learning in mathematics: Primary teachers’ views and practice in the North and South of Ireland’, Paper presented at the Education Change and Democratic Societies: New imperatives and creative responses, 30 Mar – 1 Apr. |
| McKee, M. (2023) Panel presentation: Developing Physical Literacy Consensus Statements, International Physical Literacy Conference, New York, USA, May 2023 |
| Panel presentation: Defining Physical Literacy, International Physical Literacy Conference, New York, USA, May 2023 |
| Walsh, Glenda (2022) Playful Pedagogies can Promote Creative Learners, NIBPS Conference, Wednesday 12th October. |
| Walsh, Glenda (2023) Early Childhood Education and Care in Ireland and Northern Ireland, A Response to the ESRI Study, Monday 30th January |
| Walsh, Glenda (2023) Danish Play Philosophy: Curriculum and Pedagogy Indoors and Out, NEU Event, Wednesday 8th March |
| Walsh, Glenda (2023) It’s More than ‘Just Play’: Infusing ‘Playfulness’ into Practice in the Primary Classroom: A Northern Ireland Story, BERA Event, Monday 13th March |
| Walsh, Glenda and Martin Cliodhna, (2023) The BUDDIES Study, ESAI Conference, Friday 31st March. |
| Walsh, Glenda (2023) The Power of Playful Pedagogies in Practice, Maria Curie-Sklodowska University, Institute of Pedagogy, 3rd International Research Day, Tuesday 20th June. |
| Walsh, Glenda (2023) Mental Health and Well-being: an Early Years student perspective, The Assembly All Party Group on Mental Health, Parliament Buildings, Stormont, Monday 5th June. |
| Walsh, Glenda and Rice, Anne (2023) The Danish Model, Early Years: the Organisation and Stranmillis University College Annual Conference, Friday 9th June |

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| Invited Presentation / Keynote Purdy, N. (2022) ‘Addressing Educational Disadvantage in Northern Ireland 1921–2021: a history of squandered opportunities’. Invited presentation at symposium on ‘Rethinking Educational Disadvantage, Royal Irish Academy, Dublin, Ireland, 6 October 2022. Purdy, N. (2022) ‘A Fair Start? Reflections on Progress’. Invited presentation at BBC NI Digital Teach Meet (online), 5 October 2022. Purdy, N. (2022) ‘A North–South comparison of education and training systems: a response to the ESRI report’. Invited panel presentation at Shared Island Dialogue Event, Belfast Met (Titanic Quarter), Belfast 12th October 2022. Purdy, N. (2022) ‘Education Policy in Northern Ireland and Ireland: from divergence to boundary crossing opportunities’. Invited presentation at international conference New Ways of Engagement and the International Context: Northern Ireland and Ireland (organised by Konrad Adenauer Stiftung, University of Limerick and Ulster University), Clifton House, Belfast, 4th November. Purdy, N. (2022) “The what, where, why, who and so what of online bullying”. Keynote address at Spotlight Seminar on Online Bullying (organised by the Safeguarding Board for Northern Ireland and Northern Ireland Anti-Bullying Forum) La Mon Hotel & Country Club, Belfast. 15th November. Purdy, N. (2023) ‘Key Issues facing education: an academic perspective’. Invited presentation to Department of Education SMT Planning and Development Workshop, Wednesday 22nd March 2023 at Stranmillis University College, Belfast. Key note presentation: Ireland’s All-Island Physical Literacy Consensus Statement, International Physical Literacy Conference, New York, USA, May 2023 McKee, M. (2023) Guest speaker: Ireland’s All-Island Physical Literacy Consensus Statement, Sport Northern Ireland Network Event, Cookstown, Northern Ireland, March 2023 McKee, M. (2023) Guest speaker: Ireland’s All-Island Physical Literacy Consensus Statement, Sport Ireland Professional Development Event, Dublin, Ireland, February 2023 McKee, M. (2023) Guest speaker: Ireland’s All-Island Physical Literacy Consensus Statement, Sport Northern Ireland Professional Development Event, Belfast, Northern Ireland, February 2023 Walsh, Glenda (2023) Mental Health and Well-being: an Early Years student perspective, The Assembly All Party Group on Mental Health, Parliament Buildings, Stormont, Monday 5th June. |
| Media Interview (EG. Radio / TV / Podcast Interview) Purdy, N. (2023) 'Educational Underachievement' - Interview on BBC1 NI The View, 2nd February 2023. Available at https://www.bbc.co.uk/iplayer/episode/m001htcg/the-view-02022023 Purdy, N. (16th March 2023) ‘Testing Times’. Interview on BBC Radio Ulster Good Morning Ulster. Available online: https://www.bbc.co.uk/programmes/m001k0yf (1hr10) Purdy, N. (16th March 2023) ‘Testing Times’. Interview on BBC Radio Foyle Lunchtime News. Purdy, N. (9th May) ‘Response to Budget Cuts’. Interview on UTV View from Stormont and related news article. See https://www.itv.com/news/utv/2023-05-10/economist-says-some-funding-problems-made-in-stormont-as-more-cuts-devastate Purdy, N. (25th April 2023) ‘Education Funding Cuts’. Interview on BBC1 NI Newsline and BBC NI Radio Ulster Evening Extra. See https://www.bbc.co.uk/sounds/play/m001l93c Purdy, N. (18th June 2023) ‘Impact of Education Cuts on Disadvantaged Children’. Interview on BBC1 Northern Ireland Sunday Politics. Purdy, N. (27th June 2023) ‘The Consequences of the Cuts to Education for Children and Young People in Northern Ireland’. Interview on BBC Radio Ulster Good Morning Ulster. |

Other

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