

STRANMILLIS UNIVERSITY COLLEGE

A College of Queen's University Belfast



ANNUAL REPORT

2023-2024

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CHAIR'S FOREWORD



On behalf of the Governing Body of Stranmillis University College, it gives me great pleasure to introduce the Annual Report highlighting some of the major developments which took place during the 2023-2024 academic year. I hope it will provide insight into the inner workings of the University College to all our colleagues and stakeholders.

The Governing Body recognises that the success of the College depends on the commitment of staff across a range of departments and we applaud the work of our teaching and non-teaching staff who continue to enhance the reputation of Stranmillis within the Higher Education sector. This Annual Report can only touch on the highlights of what was another successful year.

In January 2024 we were delighted to welcome the United States Department of State Envoy for Economic Affairs, Joseph P Kennedy III, as the keynote speaker for the inaugural Dr Eàmon Phoenix Memorial Lecture, established to honour the legacy of an esteemed and greatly missed colleague, and one of the leading historians of our time.

The launch of our new Centenary Nature Trail in September 2023 was well received as we welcomed a range of dignitaries, staff, students and school children to join the many other visitors who have enjoyed spending time in our historic buildings and grounds over the years.

In April 2024, we welcomed the official launch of 'The Stranmillis Story 1922-2022' authored by our previous Principal, Professor Anne Heaslett MBE. The Centenary Book 'A Century of Student Voices' provides readers with a personal and immersive perspective of student experiences at Stranmillis University

College over the years. The heart-warming accounts echo the University College's unwavering and long held ambition to deliver high quality teaching in a vibrant and inclusive learning community.

We celebrated our Board Member, Mrs Kim Scott receiving a MBE in the New Year Honours and we were delighted that four of our colleagues were recognised in the King's Birthday Honours. Professor Noel Purdy was awarded an OBE for services to education and Dr Michael levers was awarded a BEM for services to drama in Northern Ireland. And we relay our congratulations to former members of the Board of Governors; Professor David Jones was awarded an MBE for services to education and to pharmacy and Mr William Patterson was awarded a BEM for voluntary service to higher education.

We welcomed the return of the NI Executive and appointment of Ministers to key government departments which interface with the University College. We were pleased to note recognition of the vital role that teacher education plays in providing the skills and knowledge needed for economic development, as reflected in the 10X Delivery Plan for 2023-2024.



As a Board, we continue to delight in the talents of our students and are inspired by the endeavours of staff who embrace the core values that underpin the culture and behaviours within the University College. Our collective mission to 'transform the lives of children, young people and communities, through excellence in teaching, research and scholarship' is evident throughout all areas of the institution. The tenacity of the Senior Leadership Team to deliver the University College's aims for an outstanding student experience, to be an employer of choice, to be financially and environmentally sustainable and to have a positive impact on wider society is evident throughout the College.

Under the leadership of the Principal, the staff of the University College have continued to deliver exceptional results against the targets set out in the College Business Plan 2023-2024. We are immensely proud to receive reports on how well staff are responding to challenges and grasping opportunities to shape education and ensure that Stranmillis University College's standing as a renowned Higher Education Institution is recognised both within the UK and further afield.

The University College continues to value constructive collaboration with its stakeholders. Our collegiate and historic relationship with Queen's University enabled a significant milestone in the University College's development with the launch of a Doctorate in Educational Professional Practice. We are also grateful for the support of the Minister and officials in the Department for the Economy, our sponsor Department and for our constructive relationship with the Department of Education.

In testament to our commitment to sustainable development goals, Members of the Governing Body approved the Estates Strategy and the Environmental and Sustainability policy, and we are delighted to see progress commence on the upgrade of the Sports Pitches.

We were saddened to learn of the passing during the year of a former colleague, Professor Richard McMinn, whose 33-year career began in 1974, and who subsequently served as Principal for fourteen years from 1993 until his retirement in 2007. The College also mourned the sudden passing of our recently appointed Board Secretary, Mr Ian Elliott and the tragic death in a road accident of Katya Watson a 2nd year student in Early Childhood Studies. We are grateful to our Chaplains for their support in what was a testing time for staff, students and Governing Board members.

Though acutely aware of budgetary challenges in the years ahead due to the current economic climate, the Governing Body will continue to work closely with the Senior Leadership Team to drive professional development for the education sector. With a combined sense of purpose and by working together, we can equip our students to prepare for their futures and achieve ambitious targets. Encompassed within a safe and encouraging environment, our learners can be motivated to realise their full potential and to contribute positively to the development of future generations of our children and young people.

Edgar Jardine CB

Chair of the Governing Body



PRINCIPAL'S REPORT

The operational and economic environment in which the University College operates remained challenging throughout the year, marked by continued rising costs and budgetary pressures. Despite these obstacles, the College successfully achieved or substantially achieved 100% of its key performance indicators (KPIs) and the strategic goals outlined in the College Corporate Plan 2022-25 and the Annual Business Plan 2023-24. In line with our Partnership Agreement the College maintained a positive financial position, recording a small surplus for the year.

Our priorities continue to be focused on:

- delivering outstanding student experiences
- becoming an employer of choice
- ensuring financial and environmental sustainability
- making a positive impact on wider society

This report highlights numerous examples of the University College's commitment to achieving these goals. Through a relentless focus on excellence in teaching and learning, robust student support and wellbeing initiatives, and impactful research, we continue to demonstrate our commitment to our students, our staff, our stakeholders and society as a whole. These accomplishments would not be possible without the teamwork, dedication, and collaboration of everyone within our College community.



Supported to Succeed

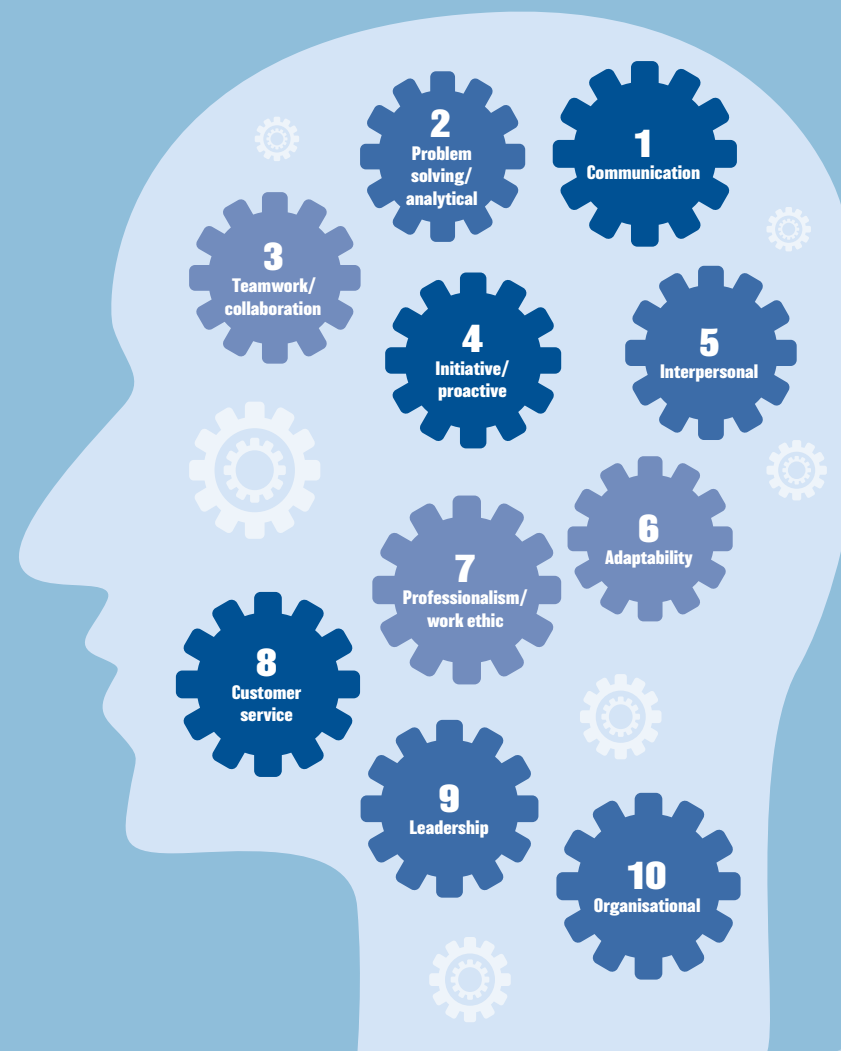
The Northern Ireland Skills Barometer underscores the importance of work-based placements in cultivating employability skills that align with industry demands. Placements are a cornerstone of all our undergraduate programmes and is one of the reasons education graduates have one of the highest full-time employment rates of any degree subject. Each year, nearly 1,300 student placements are coordinated, a feat made possible through the steadfast support of our school, early years, and business placement partners. Their commitment is instrumental to the success of our students, and we extend our gratitude for their ongoing collaboration and support.



WIDER SKILLS REQUIRED

Wider employability skills are essential to securing employment

Employability skills which employers will require:



Relevant work experience is one of the most important factors looked for in job applicants by employers

Maintaining Financial Sustainability

Students remain at the heart of everything we do, and attracting high-quality students to our undergraduate, professional development, and postgraduate programmes is a top strategic priority. We are pleased to report:

- Undergraduate application numbers were among the highest on record;
- New student enrolments on our M-level programmes reached an all-time high;
- Our professional development programmes experienced sustained growth both locally and internationally.

Given the MASN cap on undergraduate intake, expanding our postgraduate and professional development programmes is critical for the College’s long-term financial stability. Notably, this year marked the successful launch of our first doctoral programme—the Doctorate in Educational Professional Practice (DProf)—which has already attracted interest far exceeding expectations.

Staff Engagement and Wellbeing

In 2022-23, our internal You Say Staff Survey offered valuable insights into organisational strengths and areas for improvement. While overall staff satisfaction was high, the survey highlighted opportunities for improvement and growth. One of the key outtakes from the survey was the establishment of a Staff Engagement Forum (SEF), which provides employees with a platform for sharing ideas, proposing solutions, and making suggestions to management. The SEF’s action plan to address identified areas is already in progress.

Our Strive staff wellbeing programme has also been pivotal in solidifying our reputation as an employer of choice. Throughout the year, a comprehensive range of health and wellbeing workshops, initiatives, and support programmes was implemented, reinforcing our commitment to staff engagement and welfare.



Looking Forward

The education landscape is continually evolving, and the College recognises the importance of staying innovative and forward-thinking. Our Vision and Plan for Stranmillis 2030 will drive our efforts in:

- further curriculum development
- enhancing our estate infrastructure
- maximising income generation and student recruitment opportunities
- advancing environmental sustainability initiatives

These initiatives will ensure that the University College remains a hub of excellence and a catalyst for positive transformation in the years to come.

Our ethos of respect, ambition, and support—valuing and developing both students and staff—and our commitment to fostering a dynamic and welcoming learning environment form the bedrock of our success. These qualities will continue to guide our College community as we move forward with a shared sense of purpose.

We extend our heartfelt gratitude to all members of the College community for their contributions to this year’s achievements and for their role in ensuring our continued success.

Professor Jonathan Heggarty MBE
BSc (Hons), PhD, PGCFHE, MCGI
Principal and CEO



THE PURPOSE OF STRANMILLIS

The purpose of the College is to deliver on Our Mission, Our Vision and Our Values.

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 and
- 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 at the centre

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

TEAMWORK

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

RESPECT for everyone

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

AMBITION for our students, our staff, our partners and our community.

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 our students, our staff and our environment.

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 the 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.



DELIVERING OUTSTANDING STUDENT EXPERIENCES

National Student Satisfaction

The National Student Satisfaction (NSS) survey is an independent survey of over 500 publicly funded higher and further education institutions in the UK. The results of this year's NSS continue to show very high levels of student satisfaction. The College performed particularly well in areas such as our library services, our teaching staff's ability to explain information and our courses developing the knowledge and skills needed for our students' future. With an overall satisfaction rating of 79% (up +1%), Stranmillis ranked 2nd in Northern Ireland. The results reflect our commitment to putting students at the centre of all we do and the hard work of dedicated staff across the University College.



Professional Placements

An extensive programme of relevant school and work-based placements are an integral and vital part of all our undergraduate degrees, providing students with practical, hands-on experience in a range of workplace settings; ensuring they are work ready when they graduate. During the year, the College organised, managed and assessed over 1,260 individual student placements with over 850 partner organisations.

Recruiting Quality Students

The recruitment of quality candidates with a passion for education and maximising the potential of every child and young person is crucial not only for the financial sustainability of the University College but for the maintenance and development of a world-class education system. It is pleasing to see overall the number of eligible applicants for our undergraduate programmes continue to increase, with the total number of applications for our undergraduate programmes up 12% on the previous year; the University College receiving 1,688 applications for 260 places on our BEd, BSc and BA degree programmes. The interview process for applicants is a huge undertaking and the University College appreciates the support of our internal and external panelists for their support and expertise in conducting this mammoth task.

Sharing: A Celebration of the College Year

The Music in May event was inspiring, heartfelt and joyous, with students and staff sharing their thoughts and experiences from some of the most memorable highlights of the year – in class, out of class and in the community both locally and internationally.



BEING AN EMPLOYER OF CHOICE

Supporting Staff Wellbeing

Supporting the mental, physical, financial and emotional wellbeing of our staff is a key priority and through our Strive programme, our HR team has delivered a broad programme of campaigns, workshops, teambuilding activities and direct support from health check-ups to walking groups, yoga to growing your own vegetables workshop, female health to providing fruit baskets.

Staff Engagement Forum

One of the major actions arising from the You Say Staff Survey last year has been the creation of a Staff Engagement Forum (SEF) to provide a platform for employees to share their ideas, solutions, and suggestions with management. The purpose of the SEF to foster open communication and collaboration between employees and management; identify employee solutions and consider employee suggestions; and contribute to a positive and supportive work environment.

Long Service Awards

A recent research paper showed that 1 in 5 people had never stayed in a job for more than 2 years. It was with pleasure and pride that the College recently celebrated the achievements and dedication of 44 members of staff who have been with the College for more than 20 years, with two colleagues, Billy Watson and Cathy Brady passing the remarkable landmark of over 40 years of service. Our long service recipients have witnessed many changes and challenges during their time at Stranmillis, but they have always risen to the occasion, adapting to the ever-evolving needs of our learners and the College, and contributed to the continuing excellence and innovation that define Stranmillis as a leader in education.



FINANCIAL AND ENVIRONMENTAL SUSTAINABILITY

Classroom Assistants Certificate

Following on from the success of this course in 2023-2024, we are delighted to offer, in partnership with Belfast City Council, the Teaching Assistant course again in 2024-2025. Fully funded places are available for Belfast City Council residents for this year long programme.

The Classroom Assistants Certificate offers Higher Education Level (equivalent to Level 4) training to support both existing classroom assistants and those seeking employment as a classroom assistant as they develop their skills, and will, where relevant, provide opportunities for future employment progression.

Skill Up Programme

The College has had a very successful year in delivering our Skill Up suite of programmes.

At Masters level, the College applied for, and was successful in receiving, funding to deliver a range of postgraduate programmes to help upskill the wider education sector:

- Postgraduate Certificate in Blended Learning
- Postgraduate Certificate in Education: Digital Skills
- Postgraduate Certificate in Education: STEM Skills
- Postgraduate Certificate in Education: Leading Skills Development

The College was also successful in a bid for funding for additional CPD courses on special educational needs and learning leadership.



IMPACTING WIDER SOCIETY

Making a Difference in Uganda

Ahead of their upcoming trip to Uganda, students and staff presented “Fields of Life” Fundraising and Marketing Manager, Helen D’Arcy with a cheque for £1714 from recent fundraising events organised by the team.

The team would like to sincerely thank everyone who contributed, making it possible to support schools in Uganda.

Centenary Nature Trail

The World Around Us is an important area of learning in the primary and foundation stage curricula and one where Stranmillis is a leader in research and the development of best and practice. As a college community, Stranmillis is committed to environmental and biodiversity sustainability. It was with pleasure therefore that the College unveiled its new Centenary Nature Trail. Designed in partnership with RSPB NI, the Trail is an engaging educational resource that is a reminder that education extends beyond the classroom, and will provide an interactive, teacher-led outdoor learning experience enjoyed by schools and the wider community for years to come.

Step Up

Step up is an innovative DFE funded, person-centred skills project designed to give young people the opportunity to build confidence, explore career options, build on existing skills and benefit from mentorship. The ‘Story Sacks’ initiative involved a group of male students from Ashfield Boys School working with our own students and staff to create reading resources for nursery schools. As well as creating an engaging educational resource, the project supported the College’s aim of encouraging more “Males into Teaching”. Another major Step Up partnership is with Tor Bank Special School, with sixth year students from the school working one morning a week in a range of departments across the college from September to May. The aim of the initiative is to help the students explore the myriad of opportunities open to them and help build confidence for the future. The experience has not only been beneficial to the students from Tor Bank but to all the staff and students who have worked with them.

Be the Change

Saphara is a local charity that believes that every child is of immense value and worth and that education is key to enabling disadvantaged youth to overcome poverty. Stranmillis has worked closely with the charity for a number of years raising funds, working on shared education initiatives with St Mary’s College such as Be the Change Schools, and through volunteering opportunities for staff and students. This included a group of sixteen Year 3 BEd students from Stranmillis and St Mary’s University Colleges, along with two lecturing staff, travelling to India to work in schools in some of the poorest and disadvantaged areas of the country; a truly life changing experience, with the knowledge that working together for a common goal has made a huge difference to everyone concerned both here and in India.

Active Schools

A recent study, Children’s Sport Participation and Physical Activity 2022, showed that only 21% of primary-aged children and 16% of post-primary aged young people in Northern Ireland meet the recommendation of an average of 60 minutes of moderate-to-vigorous intensity physical activity per day. The Active Schools pilot programme designed by Dr Melanie McKee from our Physical Education and Sport faculty, in collaboration Fort Hill Integrated Primary School, will provide valuable insights to support and reinforce the need for a strategic, sustainable and cross-departmental funded Active Schools programme for primary schools across Northern Ireland; with the aim of valuing and developing every child and young person’s physical literacy by creating a physically educated and physically active school community.



TEACHING AND LEARNING REVIEW

Stranmillis University College stands as a beacon of excellence in education, dedicated to nurturing future leaders through innovation, research, and fostering a student-centred learning environment where students are encouraged to engage in critical inquiry and academic challenge. With a commitment to addressing contemporary challenges and fostering transformative learning experiences, the College continually evolves to empower individuals and enrich communities. This overview highlights the college's mission to transform lives through education, through key initiatives such as the launch of our first doctoral program and the continued delivery of the highest quality of teaching and learning, the quality of which was reflected in the Periodic School Review.

Periodic School Review

The Periodic School Review (PSR) is a comprehensive evaluation conducted by Queen's University Belfast, to assess the quality and standards of the educational provision at the University College. Carried out every five years, the review panel engaged with staff and students across the College, as well as a range of external stakeholders. The panel highlighted many areas of good practice, including:

- A strong collegial ethos and commitment to our core corporate values.
- Cross-college collaboration to support students academically and personally.
- Development of innovative resources for student wellbeing.
- Professionalism of administrative, technical, and clerical staff in enhancing the student experience.
- Effective management of diverse placement opportunities and use of Associate Placement Assessors.
- Strategic emphasis on research influencing regional policies and supporting staff scholarly activities.
- Commitment to sustainability, widening participation, and embedding contemporary themes in the curriculum.

Based on the panel's report, an action plan has been developed and work has started on the recommendations.



Our Doctorate in Educational Professional Practice is Stranmillis' first doctoral offering. This practice-focused, theory-informed program is designed primarily for practitioners in education and related fields, although those in the voluntary or charitable sectors may also explore the themes it covers. The professional doctorate, rather than a traditional PhD, offers an ideal model for the high-level professional development outlined in the Department of Education's Learning Leaders strategy, emphasizing practice outside the university or research lab.

The program centres on professional practice, practitioner research, and the application of knowledge directly in the practice setting. It links doctoral education with real-world challenges, emphasizing both the application of knowledge and the generation of new insights by practitioners. The professional doctorate model, combining practitioner expertise with research, complements the core mission of Stranmillis University College.

Out and About

The College, in partnership with Dublin City University launched Out and About: Outdoor Activities for Key Stage 2 Mathematics, a free resource funded by SCoTENS. Developed by Dr Pamela Moffett and Dr Siún Nic Mhuirí, with input from teachers across Ireland, the new digital resource provides creative activities for teaching Number, Algebra, Measure, Shape, Space, and Data outdoors. Designed to inspire engagement in mathematics, the resource supports teachers in integrating meaningful outdoor learning experiences into upper primary education.

Maintaining strong partnerships with schools is vital to our placement programmes. To further foster those relationships, the college hosted a Partnership Day, with over 150 school representatives attending the event, which provided an opportunity for schools and students to share their experiences and best practices, including highly informative and reflective presentations from school partners and our own students.

Certificate in Religious Education

The College, in partnership with St Mary's University College, reached a significant milestone with the first tranche of students completing the Certificate in Religious Education. This certification, essential for securing permanent teaching positions in maintained primary schools, is validated by the Church Authority. Previously, Stranmillis students had to pursue the certificate through online or distance learning. Now, thanks to this collaboration, students can access a more streamlined and integrated pathway to obtain this important qualification.

Adapting to a Changing Society

Each year, students from Stranmillis and St Mary's University Colleges come together for a 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.



RESEARCH AND INTERNATIONAL ENGAGEMENT REVIEW

The 2023-24 academic year was a busy and successful one for research and scholarship across the College. Research and scholarship continues to form an integral part of all of our courses with students undertaking supervised research dissertations at undergraduate and Master's level. Our staff are also engaged in a wide range of research and scholarship activities, including those undertaking part-time doctoral studies, those focusing on scholarship activities (in the form of classroom resources and practitioner-focused activity) and those participating in funded research projects which involves engaging in research design, ethics applications, data collection, analysis, writing up and publishing a wide range of outputs.

Research funding

During the year we were successful in 7 out of 10 funding applications submitted, representing £120k of new income to the College. Funders included the Department for the Economy, Barnardo's, CCEA, SCOTENS, ECI and Comhairle na Gaelscolaíochta. Much of this work is ongoing and is in addition to substantial funding secured the previous year for a range of projects from funders such as the Transferors' Representative Council, the Safeguarding Board for NI, SCOTENS, Shared Island, OCN, and the southern government's DCEDIY.

Staff Development

We also congratulate all staff who have published journal articles, edited books, book chapters, blogs, newspaper articles or presented papers and/or keynote addresses at conferences. We were also delighted when two lecturing staff, Dr Melanie McKee and Dr Gillian Beck, successfully defended their doctoral theses and graduated from Cardiff University and Ulster University respectively. Many of our regular research activities continued during 2023-24 including a series of stimulating lunchtime research seminars, the launch of several research reports and resources, and the continued support of our two visiting professors, Professors Lynn Ang and Adam Boddison.

Making an Impact

The 2023-24 academic year a very busy time for our Research team, with the publication of a number of high-profile reports including Growing Up Online in NI and The large-scale evaluation of the Early Childhood Care and Education (ECCE) programme in the Republic of Ireland. The team is also actively involved with 17 live research projects, including a new commission for DfE on Perceptions of the Vocational Landscape in NI.

The Daily Mile

The Daily Mile team, which includes Dr Barbara McConnell and Dr Brenda McKay-Redmond, working in collaboration with QUB and UU, also launched a summary research report in December. The programme is having a significant impact across hundreds of schools across Northern Ireland.

The Importance of Early Years

Ensuring that children have the best start in life and early years education is preparing the right foundations for formal education is a key area of our research excellence. The college was therefore delighted that Dr Glenda Walsh has been invited to join the Advisory Board for Playful Learning in Denmark, a prestigious initiative funded by the LEGO Foundation. Additionally, Dr Walsh was invited to present her research on accessing the Voices of Children Under 3 to the European Commission's Working Group on Early Childhood Education and Care (ECEC). Her pioneering work has been recognised in the latest European Commission ECEC report as an exemplary model of participative research with young children.

International Engagement

The College is committed to developing and nurturing national and international partnerships with a focus on increasing student and staff international mobility and the number of international partnerships. Highlights included:

- two students enjoyed a 4 week study trip to Taylor University, Indiana
- 17 students enjoyed semester-long study exchange opportunities in Europe and the USA
- 14 students and 4 staff were involved in partnership programmes in Uganda and India
- the College hosted 28 Erasmus students and 6 US Study Abroad students

Dr Éamon Phoenix Memorial Lecture

In August, the College announced the establishment of an annual lecture to honour the legacy of Dr Éamon Phoenix, with the aim of bringing together educators, researchers, students and other professionals to engage in thought-provoking discussions on contemporary educational themes. The inaugural lecture took place in January, with the Special Envoy for Economic Affairs, US State Department, Joseph P. Kennedy III delivered a hugely insightful and impassioned speech on Education as a Catalyst for Economic Progress, focusing on key areas such as educational disadvantage, early years education, the need for innovation within education and the role of education as the cornerstone for economic prosperity. Professor Noel Purdy and Dr Tom Walsh (Maynooth University) also delivered an enlightening lecture on Partition and Educational Policy Divergence in the 1920s.

Collaborating for Impact

The College's Centre for Research in Educational Underachievement (CREU), in partnership with THRIVE, hosted a Collaborating for Impact conference that brought together politicians, policymakers, practitioners, and community leaders to explore collaboration for tackling intergenerational inequality. Key themes included PLACE (harnessing local collective impact), PEOPLE (prioritising community-driven agendas), and PROCESS (ensuring supportive systems and policies). Highlights included presentations from government ministers, youth voices, and global experts, alongside inspiring contributions from community organisations. The conference underscored a shared commitment to building equitable, evidence-based solutions for improving opportunities and outcomes for vulnerable children and young people.



STUDENT SUPPORT AND ENGAGEMENT REVIEW

One of the core values at Stranmillis University College is “students at the centre” and critical to this is the focus on the development of the whole person. The health and wellbeing of our students is important to us and we recognise that they will be better positioned to achieve their full potential when they feel emotionally, physically, socially, psychologically, mentally, and spiritually secure. As an institution we seek to encourage all students to feel happy, secure, safe and able to contribute to their own success. We encourage our students to take responsibility for their own future by reflecting on their personal and professional development and to realise their full potential. We encourage social responsibility through community engagement, including our Widening Participation (WP) programme and are committed to providing an environment that fosters an understanding of, and a respect for difference.

As an integral support for students, the College engages in outreach activity, across local communities, with the primary aim of supporting society at large, through engagement with schools and colleges, to raise aspirations for learning and promote excellence in education for all. The University College is committed to community engagement through a range of WP activities - creating a positive impact on local communities by supporting educational aspirations and promoting success.

Widening Participation

The College’s Widening Participation programme aims to foster inclusivity and community engagement through a variety of initiatives. Some of our WP highlights this year included primary school drama workshops, the Fighting Words Literacy Project, and a celebration of world religions. For post-primary schools, a series of STEM workshops provided hands-on learning opportunities for pupils whilst The Step Up Employability Programme offered six students from Tor Bank Special School practical work experiences across our hospitality, housekeeping, registry and other departments. Additionally, seven of our own students supported a Homework Club in the Shankill area, helping parents, grandparents, and KS1/KS2 pupils with learning activities. These initiatives enhance skills, broaden opportunities, and strengthen community connections.

Graduate Outcomes

The latest Graduate Outcomes survey from the Higher Education Statistics Agency (HESA) highlights the strong employability of Stranmillis University College graduates 15 months after graduation. The results of the survey show that an impressive 96.4% are in high or medium-skilled jobs, with 95% of our graduates agreeing or strongly agreeing that their current activity is meaningful. Additionally, 87% reported applying the knowledge and skills gained during their studies. These results underscore the effectiveness of the College’s degree programs in preparing graduates for successful and fulfilling careers.

Student Satisfaction

The National Student Survey (NSS) is an important annual survey of undergraduate student experience in UK Higher Education Institutions (HEIs). The results of this year’s survey continue to build on our success in previous years. The College scored particularly well on learning opportunities, organisation and management, and learning resources. The results pay testament to the commitment of staff across the college to improving the student experience.

Access for All

The Widening Participation team has had a busy year with delivering a range of engaging activities for pupils from schools in areas of disadvantage/disadvantaged areas. The programme, which engaged with over 1,000 young people, included Educational Gymnastics, Dance Lessons, Fighting Words workshops, writing and reading hubs, health promotion initiatives, a Celebration of World Religion Day, Maths Week and World Mental Health Day.



CORPORATE SERVICES REVIEW

The College has undertaken a broad range of significant investment, including enhancements to our IT and AV facilities, the visual aesthetics of our buildings, teaching and learning facilities and resources, and student facilities. Major progress has also been made on our pitches project, with work due to commence in the autumn with a completion date of summer 2025.

Major Projects

Some of the major projects completed during the year included:

- Installation of a new back gate
- Installation of Study Pods in the Library
- New seating for Betty's coffee shop
- Purchase Electric Vehicle for Estates
- Installed new telephone system
- Completed the resurfacing project Corridor branding and the installation of new communication screens in Central, Orchard and Main buildings
- Upgraded equipment for Estates and HACS teams
- Addition of new maths and science resources
- The re-location and refurbishment of the Students' Union

Environmental Sustainability

In early 2024, Stranmillis University College commissioned a carbon baseline survey of its Greenhouse Gas Emissions. This survey was broken down into a number of stages, which allowed the College to set 2018-19 as its baseline year and calculate its Greenhouse Gas Emissions for that year. Following the baseline survey the College has now developed a costed action plan for potential interventions that has put the College on a pathway to net Zero by 2050.

In addition, following on from the carbon baseline survey, the College launched its new Environmental and Sustainability Policy in June 2024, following approval by the Governing Body. This new policy now sets the strategic direction, going forward to achieve the key targets for 2030 and to be net zero by 2050.

Lecture Theatres

A substantial investment was made to upgrade the audio-visual systems in lecture theatres and conference rooms. These enhancements have significantly improved the overall learning and presentation experience of students and staff.



FINANCIAL PERFORMANCE

The following table represents the financial results for the University College for the year to 31 July 2024:

	2024	2023
	£'000	£'000
Total Income	14,668	13,863
Total Expenditure	(13,979)	(13,917)
Reported Operating Surplus / (Deficit)	689	(54)
NILGOSC actuarial valuation (credit) / charges	(31)	407
Operating Surplus after adjustment	658	353

The table above shows that an operating surplus of £658k was achieved in 2023-24 (2022-23 - £353k). However, after adjusting for the impact of the FRS102 NILGOSC annual pension scheme actuarial valuation, the University College recorded a surplus of £689k in the 2023-24 year compared with a deficit of £54k in the previous year. The impact of the annual adjustment relating to the NILGOSC pension actuarial valuation resulted in a credit of £31k in the year (2022-23 - a charge of £407k).

Total Income for the year to 31 July 2024 was £14.7M representing an increase of £805k (5.8%) on the prior year. The following is of particular note:

- After removing the Deferred Capital Grant Release Income, Funding Grant Income has reduced by £5k compared to the 2023. The Deferred Capital Grant Release has increased by £43k or 3.6% in the year in line with the Depreciation charge for the year.
- Tuition Fee income was £4,979k compared to £4,798k in the previous year – an increase of £181k (3.8%). Full-time tuition fee income reduced marginally by 0.7% and part-time

tuition fee income increased by £153k or 18% which reflects the University College successful participation in the Department for the Economy (DfE) Skill Up programme in the year under which a number of DfE funded modules were available to students. Tuition Fee income contributed 33.9% (2023 – 34.6%) of Total Income.

- Other Operating Income has experienced an increase of £455k or 16.9% over the year to £3,150k. 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 £2,815k or 19.2% of Total Income in the year (2023 - £2,471k or 17.8%), an increase of £344k or 13.9%. Facility Hire income has recovered significantly from the impact of the recent Covid-19 pandemic, increasing by £22k (12%) to £211k whilst Halls of Residence income (including both student and conference related) increased by £376k (20%) to £2,266k and reflects largely full student occupancy throughout the academic year. These

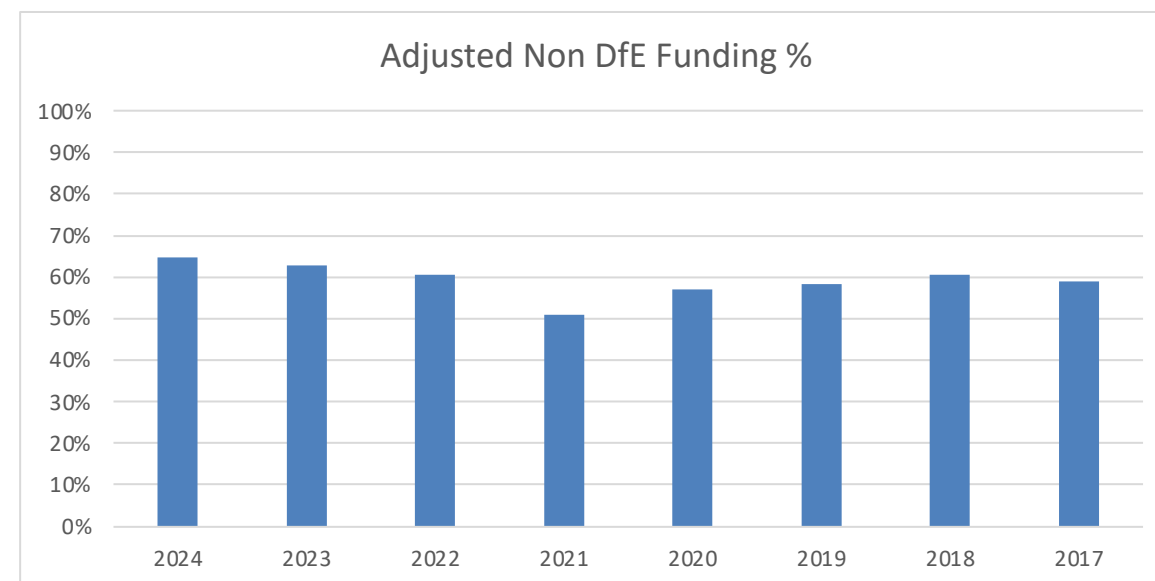
increases demonstrate the continuing positive trend of a sustained recovery of activities post pandemic.

- Overall Research Income has reduced to £244k representing a £27k or 10.3% reduction 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 2023-24 financial year. For example, in 2023-24, there were 18 projects generating income (2023 – 23

projects) with 6 of these projects each generating over £15k of income (2023 – 7 projects).

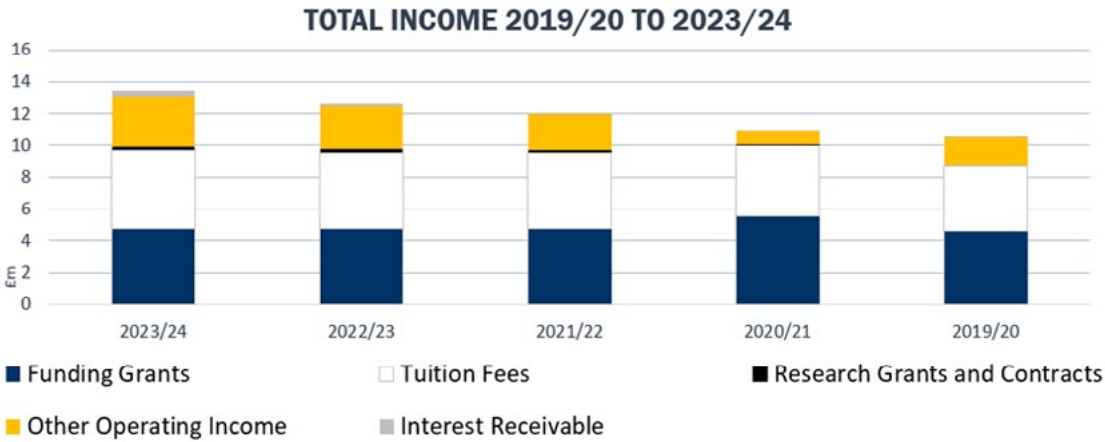
The figures and the graph below show the increasing proportion of income, adjusted to remove the distorting impact of deferred capital grant income, derived from sources other than from the Sponsor Department core grant with the 2024 result showing the highest income proportion from non-Sponsor Department sources over the 5-year period.

	2024	2023	2022	2021	2020
	£'000	£'000	£'000	£'000	£'000
Total Income - ex Core Grant	8,707	7,940	7,261	5,569	6,004
Income adjusted for impact of DCG income release	13,423	12,661	12,020	10,915	10,526
Adjusted Funding %	65%	63%	60%	51%	57%



In addition, the graph below shows the proportion of income derived by income type over the 5 years to 2024 (excluding deferred capital grants). The 2023-24 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.



Income of £3,728k or 25.4% (2023 – £3,142k or 22.7%) 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 £62k (0.4%) on the prior year. The following is of particular note:

- The most significant element is Staff Costs which equates to 60% of Total Expenditure (2023 – 60%).
- When the impact of the annual FRS102 NILGOSC pension scheme actuarial valuation is removed, staff costs increased by £420k or 5.3% on the prior year to £8,376k.
- Other Operating Expenditure of £4,266k increased by £82k or 2% on the previous year (2023 increased by £89k and

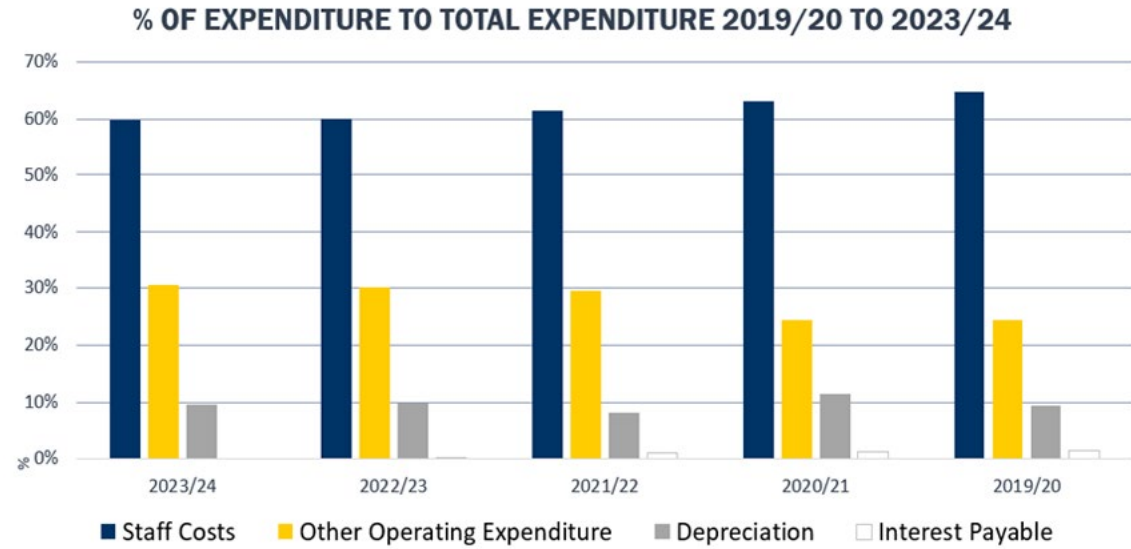
2.2%). The most significant decrease in operating expenditure has been energy costs (which excludes Hospitality, Accommodation and Conferencing Services (HACS)) falling by £139k (22%) representing a steady decrease following the significant increases in the prior years due to cost-of-living and global factors. Overall costs in relation to HACS have decreased by £94k (10%) compared with the previous year.

- Rates and Insurance costs have decreased by £18k to £493k on the previous year largely as a result of rates rebate received during the year for the previously demolished College Hall. Insurance costs continue to increase in line with general market conditions.
- Refurbishment, Maintenance and Cleaning costs have increased by £151k (33%) to £602k (2023 – £451k). Advertising and recruitment costs have also increased by £25k (61%) to £65k.
- Purchase, Hire and Repair of Other Equipment costs have increased by £116k to £141k compared to the prior year due to equipment purchases in both IT and Marketing to enhance the digital resources provided on campus.

- Other Professional Fees have increased by £56k (330%) to £73k largely as a result of various building condition surveys and assessments being undertaken during the year including a RAAC (Reinforced Autoclaved Aerated Concrete) survey.

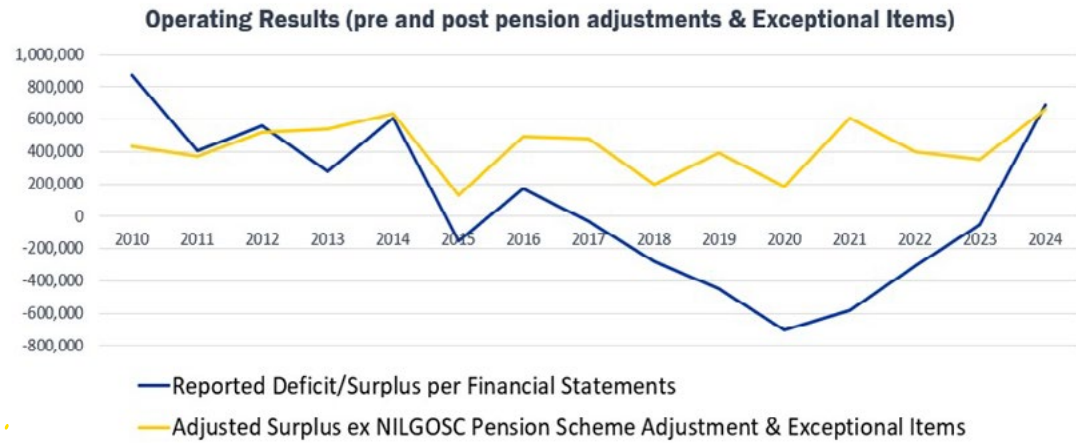
- The University College celebrated its Centenary during the 2022-23 financial year with costs of £67k incurred in the prior year with only £6k incurred in 2023-24.

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



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 £28.35M (2023 – £27.69M). A NILGOSC pension scheme asset exists for a second year and has, again, not been recognised by the University College in line with normal accounting practice.

	2024	2023
	£'000	£'000
Reported Operating Surplus / (Deficit)	689	(54)
NILGOSC Actuarial Valuation (credit) / charges	(31)	407
Increase in General Reserves	658	353

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 University 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 £1,048k (2023 – £149k net increase) to £6,727k (2023 - £5,679k).

Capital Investment

With the support of the Sponsor Department, some £602k of capital funding was invested during the year in building works, equipment and replacement vehicles (2023 - £1,754k). The most significant building capital investments during the year related to the completion of dry rot removal works from both the Main Building and the Back Gate Lodge. A significant project was also undertaken to replace the lighting within the halls of residence

Despite funding some further capital projects during the year, cash holdings and short-term deposits also remain strong at £6.7M (2023 - £5.7M). As noted above, General Reserves have been strengthened by £658k (2023 - £353k) in the year to £28.35M (2023 - £27.69M) as shown below:

with more energy efficient LED lighting. Funding for the LED lighting project was secured from the Invest to Save scheme through the Strategic Investment Board.

Summary

The University 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

Over recent years, the University College has continued to receive more significant levels of recurring Sponsoring Department capital funding than was previously the case.

For 2024-25, some £1.95M of Sponsor Department capital funding has been made available to the University College including funds to progress the long-awaited upgrade of the current campus outdoor sports facilities to the construction phase.

This is the highest priority campus capital project which is expected to significantly enhance teaching and learning. Other projects progressing during 2024-25 include a Wi-Fi and IT infrastructure upgrades, upgrade of the equipment within the Drama Theatre and a project to improve fire safety within the halls of residences. 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.

With 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. At present, there is uncertainty as to the availability and extent of future Sponsor Department capital funding beyond the end of March 2025. However, it is expected that the availability of Sponsor Department capital funding in future years will be challenging.



RESEARCH AND SCHOLARSHIP OUTPUTS 2023-2024

Peer-Reviewed Journal Articles

Ievers, M., Cummins, B. and Ballentine, M. (2024) 'The impact of Project-Based Learning on the development of Transversal Skills: A case study approach', PRHE Journal Online First, pp. 1-21.

Jones, S. (2023) 'The Shortest Way Home? A Geo-critical Return to CS Lewis's Prince Caspian'. *Journal of Inklings Studies*, 13(1), pp.43-66.

Martin, C., Walsh, G., Sloan, S., Dunn, J., Gibson, K., Orr, K., & Winter, F. (2023). 'Comparing approaches to home-school links on the island of Ireland: The BUDDIES study'. *Irish Journal of Education*, 47(10), 147-157. www.erc.ie/IJE/special-issues

McClelland, D., & Purdy, N. (2023). 'Back to the future: Contemporary lessons from a century of learning at Arellian, Ireland's oldest nursery'. *Irish Journal of Education*, 47(3), 6-19. www.erc.ie/IJE/special-issues

Purdy, N., Hall, K., Khanolainen, D. & Galvin, C. (2023) 'Reframing Teacher Competencies around Inclusion, Equity, and Social Justice: towards an alternative values-centred model of Teacher Education'. *European Journal of Teacher Education (Special Issue)*. <https://doi.org/10.1080/02619768.2023.2288556>

Purdy, N., Scheithauer, H., Harris, J., Willems, R.A., Mameli, C., Guarini, A., Brighi, A., Menin, D., Culbert, C., Hamilton, J., Völlink, T., Ballentine, M., Fiedler, N. & Smith, P.K., (2024) The Development of a Multi-Dimensional Coding System to Categorise Negative Online Experiences Including Cyberbullying Behaviors Among Adolescents with Lower Socioeconomic Status'. *International Journal of Developmental Science*. 17 (4), 141 – 155. <https://doi.org/10.3233/DEV-240360>

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. (2023) 'Internet Use and Perceived Parental Involvement among Adolescents from Lower Socioeconomic Groups in Europe: An Exploration'. *Children* 10 (11), 1780. ; <https://doi.org/10.3390/children10111780>

Edited Book

Trotman, D., Jones, P., Purdy, N. and Tucker, S. (eds.) (2023) *Pastoral Care in Education: New Directions for New Times*. Cambridge Scholars.

Book Chapters

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. [pp251-270]

Purdy, N. and Spears, B. (2023) 'Co-participatory Research Methods in Pastoral Care: Lessons from two case studies' [ch.11] in D. Trotman, N. Purdy and P. Jones (Eds.) *Pastoral Care in Education: Time for Change*. Cambridge Scholars. [pp210-228]

Palaiologou, I., Walsh, G. et al. (2024) 'The National Picture', in *Early Years the Foundation Stage (5th Edition)*. London: Sage.

Research Reports

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.

Purdy, N., Walsh, G., Orr, K., Rowan, A., Symington, E. & Winter, F. (2023) *Transfer Talks – a mixed methods exploration of the impact of the non-testing year of post-primary transfer on children, parents and educators in Northern Ireland*. Stranmillis University College/CREU and Mental Health Champion for Northern Ireland.

O'Toole, L., Walsh, G. & 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.

RSM (UK) with LuidTalk, the National Children's Bureau & 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.

O'Toole, L., Walsh, G. & 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.

Professional Journal/Periodical Articles

McCullagh, J (2023) 'How can digital video support professional development in primary science?' *Primary Science*, 178, 17-19.

McCullagh J. & Doherty, A (2023) 'Partners in progress: how school placement can benefit both pre- and in-service teachers'. *Primary Science*, 180, 20-23

Walsh, G. (2024) *Children In Northern Ireland Need Play More than Ever*, *Early Years Educator*, Vol. 24, No. 7, February.

Walsh G. et al., (2024) *The Playful Learning Continuum*. Belfast: CCEA.

Professional Resources

McKee, M. (2024) *Understanding Physical Literacy information*, Sport Ireland and Sport Northern Ireland.

Moffett, P. (2024) *Out and About: Outdoor Maths for KS2*. Belfast: Stranmillis University College. <https://www.stran.ac.uk/resource-centre/outandabout/>

McCartney, S., Winter, F., Walsh, G & Orr, K. (2024) *The determinants of experiences and outcomes for children and young people in Childminding: A Rapid Review of the Research Literature*. <https://www.earlychildhoodireland.ie/policy-in-action-2-july-2024/>

Invited Presentation/Keynote Address

McKee, M. (2023) 'Understanding Physical Literacy', *European EduPASS Youth Sport Coaches Training School*, Dublin, Ireland, Oct 2023

McKee, M. (2024) 'Ireland's All-Island Physical Literacy Consensus Statement', *Sport Ireland Professional Development Event*, Dublin, Ireland, March 2024

Purdy, N. (2023) 'Addressing Developmental Language Disorder in Initial Teacher Education: Challenges and Opportunities' *Presentation at Royal College of Speech and Language Therapists' Spotlight Event on DLD*, Long Gallery, Stormont. 17th October 2023.

Purdy, N. (2023) 'Cineáltas: Action Plan on Bullying 2022' *Online Presentation for #Take20Talk (Anti-Bullying Alliance UK)*. 25th October 2023.

Purdy, N. (2023) 'Growing Up Online in NI research findings'. *Invited presentation to Safeguarding Board for NI Five Panels Strategic Priorities Workshop*, The Junction, Dungannon. 6th November 2023.

Purdy, N. (2023) 'Growing Up Online' – 'Lunch and Learn' online staff presentation to Education Authority Northern Ireland. 15th November 2023.

Purdy, N. (2023) 'Assessing the current landscape for SEN provision in Northern Ireland'. Invited keynote presentation at Policy Forum for Northern Ireland "Priorities for SEN provision in NI", 7th December 2023.

Purdy, N. & Walsh, T. (2024) 'Partition and Educational Policy Divergence in the 1920s: exploring the influence of the first Minister for Education on both sides of the Irish border'. Education Lecture delivered at the inaugural Dr Éamon Phoenix Memorial Lecture, Stranmillis University College. 30th January 2024.

Purdy, N. (2024) 'Addressing SEN in Initial Teacher Education: Challenges and Opportunities'. Invited presentation at 'Moving Forward Together', DE/EA End to End Review of Special Educational Needs. Stormont Pavilion, Belfast. 30th January 2024.

Purdy, N. (2024) 'Assessment of Essential Skills'. Invited Presentation at the Department for the Economy's 'Essential Skills Review Progress' Workshop and Open Discussion, Belfast Met Titanic Quarter, 23rd February 2024.

Purdy, N. (2024) 'A Fair Start or a False Start?' Invited Presentation at Belfast Charitable Society Conference on 'Education and Disadvantage in North Belfast', Clifton House, Belfast, 23rd February 2024.

Purdy, N. (2024) 'Growing Up Online in Northern Ireland'. 18th National Education Union Annual Lecture (keynote), Merchant Hotel, Belfast. 10th May 2024.

Walsh, G. (2023) 'A Pedagogy of Play: Exploring the Power of Playful Teaching and Learning in Practice' (invited keynote address) INTO Education Conference, 18th November 2023.

Walsh, G. (2024) 'Assessing the Priorities for Improving Outcomes and Attainment

in Early Learning' (Invited keynote presentation). Policy Forum for the Island of Ireland, 11th March 2024.

Conference Papers/Presentations

Barr, D., Eaton, P., Hagan, M. & Nelson, J. (2023) 'From Crisis to Possibility: Strategic Collaboration in Initial Teacher Education'. Proceedings of INTED2023 (17th annual Technology, Education and Development Conference), pp. 5361-5369, Valencia, Spain.

Bell, I. (2024) 'Reflecting on the online habits of our pupils'. Paper presented at the CyberFirst Teachers Conference, Belfast, May 2024.

Bell, I., (2024) 'Do teachers understand their pupils' engagement with social media?' Paper presented at the Council of European Professional Informatics Societies (Education Group) Conference, Bratislava, May 2024.

Galvin, C. & Purdy, N. (2023) 'The Standing Conference on Teacher Education North and South (SCoTENS), Ireland: a social history perspective on a unique and enduring cross-border learning community'. Paper presented at the 50th Annual Economic and Social History Society of Ireland (ESHSI) Conference, Humanities Institute, University College Dublin, 17th-18th November 2023.

Mc Cullagh, J. & Bell, I., (2024) 'Using Digital Video to Develop the teaching of STEM in the Primary School'. Paper presented at Association of Science Education Conference, June 2024.

Mc Cullagh, J. & Bell, I., (2024) 'Using digital video to support and promote STEM education in the primary school'. Paper presented at CASTeL, 10th Science and Maths Education Conference 2024, Dublin, June 2024.

Orr, K., Symington, E. and Purdy, N. (2024) 'THRIVE: reflections on a community-academic partnership to address educational disadvantage'. Symposium Presentation at the annual conference

of the Educational Studies Association of Ireland, Maynooth, Ireland 4-6th April 2024.

O'Toole, Leah, Kerrins, Liz & Walsh, Glenda (2023) Accessing the Voices of Children Under 3, European Commission's Working Group on Early Childhood Education and Care, Thursday 14th September 2023.

O'Toole, L., Ward, C & Walsh G. (2024) 'A Consultation with Babies, Toddlers and Young Children to Inform the Updating of Aistear: Phase 2 Findings'. NCCA Council, 1st May 2024.

Purdy, N. (2023) 'Promoting Inclusion in Education and Teacher Education: Reflections on Progress in Ireland North and South'. Presentation at Annual SCoTENS conference, Lough Erne Hotel, Enniskillen. 19-20th October 2023.

Purdy, N. (2024) 'Inclusion in Northern Ireland' Presentation as part of 5 Nations Policy challenge session - Special and Additional Education Policy. Online Webinar for UK and Ireland researchers and government policy makers. 31st January 2024.

Purdy, N. (2024) 'Lord Londonderry, Northern Ireland's first Minister of Education: progressive visionary or deluded patrician?' Paper Presentation at the annual conference of the Educational Studies Association of Ireland, Maynooth, Ireland 4-6th April 2024.

Purdy, N., Walsh, G., Orr, K., Symington, E., Ballentine, M., Rowan, A. & Millar, A. (2024) 'Academic Selection in Northern Ireland: educational disadvantage and the non-testing year of post-primary transfer'. Symposium Presentation at the annual conference of the Educational Studies Association of Ireland, Maynooth, Ireland 4-6th April 2024.

Purdy, N., York, L. & Ballentine, M. (2024) 'Growing Up Online in Northern Ireland – spotlight on cyberbullying'. Paper Presentation at the annual conference of the Educational Studies Association of Ireland, Maynooth, Ireland 4-6th April 2024.

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 2023.

Walsh, G. (2024) 'The Role of the Early Years in Tackling Educational Disadvantage: An Irish Example', ESAI Symposium: Addressing Educational Disadvantage to Create a more just Society, 4th April 2024.

Walsh, G. (2024) 'The Power of Playfulness for all Learners'. Cavan and Monaghan Education Training Board Event, Garage Theatre Monaghan, 27th May 2024.

Media Interviews

Purdy, N. (21st September 2023) 'Growing Up Online in NI'. Interview on BBC Radio Ulster Good Morning Ulster.

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/m00lqsc4/bbc-newsline-evening-news-21092023>

Purdy, N., Orr, K., Symington, E., York, L. and Webster, D. (2023) 'Growing Up Online' The Late, Late Show with Paul Hazzard on Teachers' Talk Radio. Podcast 12th October 2023. Available at https://www.youtube.com/watch?v=B9TtXpcpflc&ab_channel=TeachersTalkRadio

Walsh, G. (2024) Interview on Good Morning Ulster about Early Education and Childcare in NI, 9th Feb 2024.

Newspaper/Website Article

Purdy, N. (2024) 'NI education 'second to none in any portion of the world'? Times Educational Supplement 15th May 2024 Available at: <https://www.tes.com/magazine/analysis/general/northern-ireland-education-crisis-hope>



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