Making a Social Difference
Welcome!

I am delighted to bring you the Summer 2019 issue of our newsletter, highlighting just some of the staff and student activities over recent months in the School of Social Sciences, Education and Social Work at Queen’s University.

Our aim of making a social difference is at the core of all our teaching, research and engagement with practitioners and policy makers at national and international levels. We continually seek to connect the Northern Ireland community with globally recognized experts and to share the recognised excellence in Northern Ireland schools and agencies with the wider world.

I hope you and your colleagues find something of interest in our newsletter. If you want to know more about any aspect of School activity, please do get in touch with us. You can see more details on our courses and research at www.qub.ac.uk/ssesw.

Laura Lundy, Co-Director of our Centre for Children’s Rights (CCR), works to ensure that children are involved in decision-making in a range of international arena, in particular the work of the United Nations, through what has become known as the ‘Lundy model’ of child participation. The model was developed in the wake of a study for the Northern Ireland Commissioner for Children and Young People and has been used by governments and organisations at national and international level, including the European Commission (EC), UNICEF, World Health Organisation and World Vision, to inform their approach to children’s participation in policy and practice.

The model’s four-part framework (space-voice-audience-influence) has been applied in scores of research projects across the world and has generated a sea-change in global understanding of child rights-based participation for policy and practice. It has been adopted by the Irish government in the first ever European national strategy on child participation and is used widely by policymakers and practitioners throughout Ireland, including the Dept. of Children and Youth Affairs, TUSLA, the Education Inspectorate, Oberstown Detention Centre and YMCA Ireland.

Laura trained and advised the UN Committee on the Rights of the Child (UNCRC) on conducting its own child participation and the CCR undertook ground-breaking input into how the UNCRC produces advice for governments. Laura was an invited speaker at the EC’s child forum, a gathering of politicians, policy-makers and practitioners, where she presented on children’s participation for democratic decision-making and made a case for Votes at 16, children’s councils with dedicated budgets in every city and greater representation of children in conferences about childhood.

Laura Lundy and Bronagh Byrne provided advice and training on child participation for the Children’s Commissioner in Jersey. Laura and Michelle Templeton are working with BBC Children in Need to develop an approach to participation in their new national programme on children’s mental well-being - A Million and Me.
Tell us a little about yourself.

As a single mother of five, I work part-time as a Business Development Manager and study the BA Criminology and Sociology full-time at Queen’s where I quickly developed a passion for academia and made many friends among staff and students.

Why choose this course and Queen’s?

Coming from a working class background, I was aware of many social injustices and wanted to move into a career track that would let me contribute to tackling them. While completing the Access Foundation Course, I discovered Queen’s offered a Joint Honours Degree in Criminology and Sociology with fascinating content relevant for my career path. My mother was a Queen’s Sociology graduate and I’m proud to follow in her footsteps. I often sit in the beautiful grounds soaking up the atmosphere, feeling deeply privileged to study at such a prestigious institution.

What is your experience of the facilities and support?

The support goes well beyond my expectations. I benefit immensely from expert knowledge and guidance, in both my academic pursuits and my School Representative role. The commitment of staff to my academic development has been inspirational and has cultivated my desire to emulate similar qualities. I really enjoy the learning environment and have adopted the University’s core values of excellence and integrity in my approach to my studies. The facilities and resources are exceptional and provide everything I need to succeed. My favourite place on campus is the library.

How do you find the student experience?

I’ve gained new perspectives on many issues relevant to modern society. The Criminology and Sociology programme has a diverse range of topics. The interactive course structure is stimulating and challenging and smoothly facilitates engagement with the course content on numerous levels.

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What’s next for you?

I feel a real sense of belonging at Queen’s and I hope to pursue the Master’s in Social Science Research Methods and intend to complete PhD and postdoctoral qualifications. I hope to pursue a career in academia and research, focusing on social injustices.

For more information about our degrees see www.qub.ac.uk/ssesw

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**Student Profile: Angela Rogan**

**What Works Summit – Early Years**

Campbell Centre UK & Ireland is hosted by the School of Social Sciences, Education and Social Work (SSESW) under our Centre for Evidence and Social Innovation (CESI). It promotes positive social and economic change through the production and use of systematic reviews and other evidence synthesis for evidence-based policy and practice.

In February this year, the Campbell Centre UK & Ireland hosted the What Works Summit – Early Years at Queen’s University in partnership with Wales Centre for Public Policy (WCPP) and the Alliance for Useful Evidence. The event brought together researchers, policy-makers and practitioners to meet four of the ten UK What Works Centres: WCPP, Early Intervention Foundation, Education Endowment Fund and National Institute for Health and Care Excellence.

February’s event was part of a series of summits in Northern Ireland, Scotland and Wales exploring how What Works Centres create, share and use high quality evidence to inform decision-making in policy and practice. Paul Connolly (CESI) welcomed more than 80 local stakeholders who came along to engage with the What Works Centres, to share knowledge and help shape the early years research agenda. Local practitioners, such as Sure Start manager Seána Talbot, discussed the successful implementation of a breastfeeding project which benefitted from evaluation advice from CESI colleague Jennifer Hanratty (front row, second right).

What Works summits are part of the Campbell Centre’s work to build strong relationships with research institutions and knowledge brokers across the UK and Ireland. The discussions and connections which surfaced during the day feature in our blog at http://bit.ly/2Wm1nL0

The next What Works summit at Queen’s (14 May) is on youth mental health. The event is open to practitioners, teachers and policy-makers with an interest in youth mental health. For more information see the CESI website at http://bit.ly/2HZHYM8
Social Work Education Development in Vietnam

School of SSESW academic Karen Winter delivered the keynote speech at the third anniversary of Vietnam Social Work Day, held in Thu Dau Mot University (TDMU), Vietnam, on 25 March. Over subsequent days, she delivered lectures, workshops and training events for social work academics and undergraduate and postgraduate students at TDMU focusing on: her work with social work, education and sociology academics from Edinburgh, Sussex, Cardiff and Oxford; with European academic partners from Belgium, Netherlands, Germany, Austria, Romania and Republic of Ireland; and internationally with UNICEF and Ain Shams University, Egypt.

Against a rapidly changing social and economic context, in 2010 the Vietnamese government approved that social work could be officially classified as a profession, raising its profile of its training, job opportunities and career pathways. TDMU has offered a four year degree in social work training since 2011. Keen to build capacity in teaching, research and publish in social work. We look forward to developing our relationship with Karen and with Queen’s University.

Dr Le Thi Hoang Lieu, Director of Social Work at TDMU, said: ‘Karen’s expertise has been invaluable in thinking about how we train, research and publish in social work. We look forward to developing our relationship with Karen and with Queen’s University through mutually beneficial research and teaching opportunities’.

Social Policy Students at the Duncarn

School of SSESW colleagues Amanda Slevin and Veronique Altglas, with John Barry (School of HAPP), worked with the Duncarn Centre for Culture and Arts in Belfast on a special sustainability and climate change event as part of the Duncarn’s ‘Fifty’ series. Featuring music and arts, the Fifty event on 12 April involved creative exploration of some of the biggest socio-ecological challenges facing society.

First year Social Policy and Social Work students performed ‘Anna’s Journey’, a new drama written by students Alexandra Popoff, Rosie Graves, Colleen Petticrew and Roxanne Elliot, based on learning about climate change, sustainability and environment in first year Social Policy modules.

In studying Social Policy, students tackle major policy problems by applying core concepts from social science to intractable social problems such as gender inequality, eldercare, children’s rights and climate change. They gain knowledge and understanding of contemporary government policies, their impacts and how to achieve improvements. In the case of climate change, students connect national policies and international agreements with local impacts and practical solutions, making the ‘global local’.

The diversity of interests, skills and topics covered in Social Policy means that our students enter a wide range of careers on graduation. These include the public sector (e.g. social services, education, criminal justice, social work), private sector (e.g. market research, policy analysis, human resources), the community and voluntary sector (e.g. policy analyst, researcher, youth support worker, charity fundraiser).

Our Social Policy students’ work with organisations like the Duncarn Arts Centre provides opportunities for active engagement with key social issues and experience of settings where social policy is the focus for making a social difference.

For more information contact
Dr Amanda Slevin at a.slevin@qub.ac.uk or tel +44 (0)28 9097 3160

Our Life and Times through the Archives

ARK is Northern Ireland’s social policy hub, jointly hosted by the School of SSESW and Ulster University. It provides an important record of public opinion through, for example, the Northern Ireland Life and Times Survey, an annual attitudes survey recording public opinion about key social and political issues.

‘Our Life and Times through the Archives’ is an exciting and innovative collaboration bringing together ARK’s survey archive and the BBC Rewind archive, a database of digitised BBC content. The project explored attitudes over 30 years to same-sex relationships and same-sex marriage. Footage from TV programmes was used to bring the survey data to life and to illustrate the shift towards more liberal attitudes, as observed in the survey data. As well as identifying and analysing relevant survey statistics, Paula Devine and Gemma Carney provided a social science perspective exploring the link between public attitudes and the contemporary social and political context.

The Queering the Family multimedia storyline is available on the BBC website at http://bit.ly/2G8dc1W

Find out more: www.qub.ac.uk/ssesw
International Postgraduate Certificate in Education (IPGCE)

Our new International Postgraduate Certificate in Education (IPGCE) programme is a professional preparation course that aims to enable students to develop the understanding, abilities and competencies needed to teach in schools around the world and in a range of school types. It is delivered entirely online and encompasses school experience and online teaching and learning.

The IPGCE helps students develop a sound knowledge and understanding of current thinking in their chosen specialist area and ensures that international initial teacher education is rooted in theory, research and practice. Students will demonstrate both their ability in the classroom and their ability to critically reflect on their own classroom practice and current theories around teaching and learning.

The programme has a clear emphasis on acquiring key teaching competences and students are expected to develop the competences both during their online engagement and while on school experience.

In addition, there is a series of general lectures, designed to introduce students to a wide range of educational theory and policy matters, and a variety of online tutorials, workshops, online and school-based activities to ensure they have a broad understanding of educational issues and practices.

The professional aspects of this online course are designed to enable students to develop a variety of teaching, communication and organisational skills within a broad set of values which focus on the importance of good educational principles and practice.

The academic aspects provide the intellectual framework which enables students to analyse, among other things, the role of education, the nature of learning, the methods of teaching and the interrelationships between pupils and teachers and schools and society.

More information is available at www.qub.ac.uk/ssesw

Find out more: www.qub.ac.uk/ssesw

Social Sciences Summer School

School of Social Sciences, Education and Social Work (SSESW) colleagues are running this year’s Summer School on 3-5 July at Queen’s University, for Year 12 and Year 13 students who are interested in studying social sciences at university.

The theme for the summer school is Visualising the Social World. By learning how to present stories with graphical representations of data and how to distinguish between good and bad examples of data visualisations, students can gain social data skills and experience sought by employers in areas such as social research, marketing, financial services and economic and social policy in order to help analyse and solve real world problems.

Pupils can learn more about important and interesting topics at the summer school such as families, religion, crime and deviance, social inequality, ethnic diversity and politics. They will also have the chance to chat to staff and current students and find out about study options with us in SSESW. The summer school is funded by the Queen’s University Q-Step Centre, which is hosted in SSESW and is part of a UK-wide programme to increase the quantitative skills of social science students.

Lunch and refreshments will be provided each day and a number of travel bursaries are available (terms and conditions apply). Students at last year’s summer school at Queen’s University liked:

‘The range of different topics covered and the ability to choose a research question from a large range so it could be something you were genuinely interested in.’

‘The new skills that we have gained on the programme.’

‘It gave a good insight into what’s taught in the social science related courses.’

Parents, teachers and students can see more information about the Social Sciences Summer School on our website at www.qub.ac.uk/sites/QStep

Find out more: www.qub.ac.uk/ssesw
**Staff Profile: Gavin Davidson**

Professor Gavin Davidson was appointed in May 2018 as our first Praxis Chair of Social Care, a research collaboration between Queen’s University Belfast and Praxis Care, a major provider of services for adults and children with a learning disability, mental Ill health, acquired brain injury and autism.

*The Chair is a new and innovative post supporting Praxis Care to develop services, inform policy and set standards for practice. It focuses primarily on the effectiveness of services and developing the Praxis Model of Care to improve the outcomes and experiences of service users.*

My main interests are in mental health and social justice, partly due to some of my family having had mental health problems. This interest was further developed through working in a night shelter in London in the late 1980s, when a lot of people were being discharged from long-stay hospitals. I studied Politics, Philosophy and Economics to try to better understand how systems work and how they might be changed. Social work seemed to provide the opportunity to continue examining mental health and social justice so I completed my training as a social worker in Liverpool in 1995. Coincidentally, my first post-qualifying post was as a support worker for Praxis.

I then worked in the Northern Health and Social Care Trust for 12 years, as a Community Mental Health Team social worker, out of hours Approved Social Worker, project manager and team leader. My work tended to focus on people regarded as presenting a relatively high level of risk but who were reluctant to engage with services. I was able to explore this aspect of mental health services further through a Research and Development Division Doctoral Fellowship. I enjoyed the experience of research and it seemed to open up opportunities to try to inform the development of policy and practice.

I moved to Queen’s in 2008 and my research interests remain in the area of mental health, specifically: the effectiveness of services; inequalities; trauma; coercion; and mental health/mental capacity legislation.

My main teaching role is to help coordinate the Approved Social Work Programme, which focuses on mental health law and is a partnership with the Belfast Health and Social Care Trust. I was one of the social work representatives involved in developing the Mental Capacity Act (Northern Ireland) 2016 and I’m keen to continue examining mental health and to implement my research on how it will be implemented. I’m the Strand Lead for What Works for Communities in our Centre for Evidence and Social Innovation which is enabling positive connections across the University and with other sectors. I’m also excited about this collaboration with Praxis Care, as it is an organisation that is actively encouraging and open to research.

**Athena SWAN at SSESW**

The School of Social Sciences, Education and Social Work (SSESW) is proud to hold a bronze Athena SWAN award in recognition of our commitment to the advancement of gender equality for our staff and students.

The team working on our Action Plan comprises students and staff. It targets School culture and practices, career development and progression, academic progression for students and work/life balance. In addition to adapting School policies to support this work, we periodically survey our staff and students on workplace culture, ensuring that gender equality awareness is evident in our approach to education and research.

SSESW marked International Women’s Day in March with an exhibition, in collaboration with the School of Nursing and Midwifery, showcasing research on gender inequalities. It featured work by Sirin Sung (SSESW) on women’s experiences with balancing paid work and family responsibilities in Northern Ireland, South Korea, China and the USA.

Sirin worked with the Northern Ireland Black and Minority Ethnic Women’s Network and the Northern Ireland Council for Racial Equality in carrying out this research. It has received support from Queen’s and the Leverhulme Trust and led to Sirin’s appointment as a visiting scholar at Sun-Yat Sen University in Guangzhou, China.

The School also screened four short films on gender inequality in India to mark International Women’s Day, followed by a discussion led by Social Policy research student Aishwarya Patil, Sirin Sung (SSESW) and Sian Barber (Film Studies). We hosted Sisters Inside: Why is women’s imprisonment a feminist issue? in collaboration with the QUB Gender Network. Supported by Reclaim the Agenda and featuring talks by Gillian McNaul (SSESW) and Phil Scraton (Law), the event focused on social injustice issues arising from women’s imprisonment. Speakers argued that women’s imprisonment is often a disproportinate and inappropriate response to problems generated by poverty, racism and gender-based violence.
**Research Impact**

Academics and researchers in the School of Social Sciences, Education and Social Work continue to lead local, national and international collaborative networks. Underpinning our work is a commitment to driving positive change and making a social difference for educators, learners, practitioners and the wider community. See below for an update on just a few of our specialist areas of activity.

**Centre for Behaviour Analysis**

Catherine Storey was invited to join the Sharland Foundation Developmental Disabilities ABA Research and Impact Network. It focusses on intellectual disabilities and using ABA-based methods to support individuals’ skills development and quality of life and to reduce the impact of problem behaviours forming barriers to learning or community participation. With fellow Foundation members, Catherine is running two literacy projects with Mencap NI and The Fostering Network.

Weight management is a global priority due to its potential to prevent chronic illness such as diabetes, cancer and cardiovascular disease. Katerina Donavi completed a systematic review of studies for the world-leading American Journal of Preventive Medicine, examining the efficacy of mobile health technology as a facilitator of behaviour change, aiming to inform treatment and policy.

People with autism are much more likely to die from drowning than the general population. A systematic review of effective behavioural interventions for water safety and swim skills was conducted by PhD candidate Catriona (Tia) Martin and supervisor Karola Dillenburger for Review of Persons with Disabilities and led to examination accommodations for children with additional needs.

**Centre for Children’s Rights**

A current Centre project for the Council of Europe is looking at the rights and experiences of children with disabilities in the digital environment. Colleagues have been working with children from Mencap NI, Action for Deaf Youth, Angel Eyes and Fleming Fulton school in Belfast as advisers.

In February, Laura Lundy visited Queensland University of Technology, Brisbane, where she gave a keynote talk addressing a controversial issue - whether the rights of the many outweigh the rights of the few when a child with disabilities is disruptive in a classroom.

In March, Bronagh Byrne visited the University of Sydney where she led a Masterclass for PhD students on education and the UN Convention on the Rights of Persons with Disabilities and led a workshop on comparative approaches to disability rights. She also presented at Queensland University of Technology in Brisbane, unpacking the meaning of inclusive education.

Doctoral student Craig Goodall received an EdD for his work on children’s rights, inclusion and autism and Michelle McCoy received hers for a study on the fairness of examination accommodations for children with additional needs.

**Disability Research Network**

Lorna Montgomery, Berni Kelly and Gavin Davidson were awarded £100,000 through a Getting our Voices Heard tender process by DRILL (Disability Research on Independent Living & Learning). The team will work with: Action for Real Change, UK; Compass Advocacy Network, Northern Ireland; Praxis Care, Northern Ireland; Mencap Cyrmu, Wales; Richmond Fellowship, Scotland; and Ann Craft Trust, England. The project will explore the approaches used by people with learning disabilities, and their supporting organisations, to influence adult safeguarding policy and procedures.

Berni Kelly gave an invited presentation to practitioners, managers and researchers at the Children in Care Research Forum at Trinity College Dublin in March on key findings from her studies of disabled children living in, and leaving, care in Northern Ireland.

At the first Africa Network of Care-Leaving Research workshop and conference in Johannesburg in January, Berni Kelly presented the findings of her study on disabled young people leaving care and her model of peer research with care experienced young people. See page 18 for more information about the event.
The seamlessCARE platform

The seamlessCARE platform is the culmination of a three-year Marie Curie/ASSISTID postdoctoral research Fellowship held by Dr Aviva Cohen, hosted in our Centre for Behaviour Analysis (CBA) and supervised by Karola Dillenburger (Director of CBA) and Lizbeth Goodman (University College Dublin). The project addresses the emerging crisis caused by a lack of future planning by ageing carers of loved ones with intellectual disability, learning disability, autism spectrum disorders, acquired brain injury, dementia and a range of other complex needs. It also tackles the inadequacies of paper-based and digital care planning tools used in caring and therapeutic organisations.

The seamlessCARE platform enables care givers to take photographs, record short videos and make notes about the medical, social and communication issues for each care recipient. Parents and guardians can receive an alert about the updates. The platform creates an accessible digital archive that can be viewed by everyone who interacts with that person, ensuring continuity of care while providing privacy, where needed, through password protection.

Through a process of inclusive design, Aviva created a user-friendly interface that can be operated by anyone, including those with little technical knowhow. Aviva tested her archive model as an iOS platform and gathered feedback at the design phase from over 200 participants including family carers and health care professionals.

The final version of the seamlessCARE platform will also include a tool that records some of the vocalisations made by non-verbal people and translates these sounds into text that carers can read. In addition, it will include sophisticated data analytics relating to those communications. The Irish government has invested in the seamlessCARE project and Aviva is seeking further investment to extend its use.

For more information see www.qub.ac.uk/cba or http://bit.ly/2CRE6ZU

NICILT: Supporting, Providing, Nurturing

Our Northern Ireland Centre for Information on Language Teaching and Research (NICILT) is funded by the Department of Education and offers a range of services to teachers and learners of modern languages in schools in Northern Ireland.

In February, NICILT ran Francofest, a unique opportunity for Key Stage 3 pupils of French. The event was attended by pupils from 30 schools who set up and ran their own tourist information offices and trade stands and who were judged by independent French-speaking judges. Francofest encourages young learners to use their marketing and communication skills in a new context. It introduces them to the world of work and higher education and develops their rapport with their peers in a fun and engaging way. The top prize this year went to the team from Wallace High School for their trade stand selling French pâtisseries.

NICILT ran the annual A-Level French, German and Spanish Debating Competitions in February and March and 26 schools took part. These events enhance and support linguistic skills examined at AS and A2 and provide an invaluable public-speaking experience for pupils. Strathearn School took home the NICILT Cup for German and Omagh Academy (pictured with NICILT’s Michelle Devenny, left) surpassed all expectations by taking home the top prizes for both French and Spanish.

In March, NICILT co-ordinated two Teacher Professional Learning events for 50 French and Spanish teachers in collaboration with the Institut Français UK and the Association of Spanish Language Schools in Andalusia. The French workshop focused on teaching French through music and the Spanish day helped develop teachers’ understanding of project-based learning as well as the ‘Escape Room’ and gamification concepts.

For more information visit www.qub.ac.uk/schools/nicilt or the NICILT Facebook page.
Dr Jennifer Roberts is a qualified teacher and taught in a number of schools in Northern Ireland before beginning her academic career in SSESW. Jennifer is a Lecturer in Education. She is the director of our International Postgraduate Certificate in Education (IPGCE) and the deputy director of the PGCE.

I always knew I wanted to be a teacher and ‘make a difference’. After completing my teacher training I worked in a variety of school settings. As a literacy specialist and special educational needs coordinator I developed a keen interest in reading development, especially for groups at risk of educational underachievement and I have carried these interests over to my research career. After completing a Master’s in Education I decided to complete a PhD at Queen’s to further my own academic interests and began looking at ways to tackle educational inequality and underachievement for specific groups of children and how we can measure difference or impact as researchers.

One of the roles I really enjoy is my involvement in initial teacher education programmes. I am one of the deputy directors of the PGCE programme. This allows me to continue to develop and sustain links with schools in Northern Ireland which helps us to disseminate current research and good practice with our partner schools. As well as working on UK initial teacher education programmes I am passionate about international teacher education, including initial teacher education and continued professional development in an international context. Working internationally allows me to meet people from all over the world and ensures that our work in SSESW is world leading!

I have also been working with the Widening Participation unit at Queen’s and have trained student volunteers for homework clubs and volunteering programmes. This is a really rewarding part of our work and one where we can really see how transformative education can be for children and young people.

A new book by School of Social Sciences, Education and Social Work academic Ibrar Bhatt recounts how academic writing is changing in the contemporary university.

Through detailed studies of writing in the daily life of academics in different disciplines and institutions, their use of, for example, the tools and technologies of writing and their approach to collaboration with others and engagement with social media, Academics Writing: The Dynamics of Knowledge Creation (ISBN 9780815385905) looks at how change is transforming what it means to be an academic and how, as a society, we produce academic knowledge.

The book is key reading for anyone studying or researching writing, academic support and development within education and applied linguistics.
Young People Leaving Care in Africa

The School of Social Sciences, Education and Social Work (SSESW) partnered with the Department of Social Work at the University of Johannesburg (UJ), the Africa Network of Care-Leaving Researchers and Girls and Boys Town South Africa, a major provider of residential care, to hold the First Africa Care-Leaving Conference at UJ on 18 January.

The conference followed a three-day workshop with 37 care-leaving scholars from nine countries in Africa (Botswana, Ethiopia, Ghana, Kenya, Lesotho, Nigeria, South Africa, Uganda and Zimbabwe) and three countries from the global North (UK, USA and the Netherlands). The event was funded as a research capacity building event through a UK Department for the Economy - Global Challenge Research Fund Award, with additional support from the National Research Foundation South Africa.

The programme covered research design, data collection, including the use of peer researchers, data analysis, getting published and strategic planning for policy and practice impact. SSESW staff Berni Kelly, Gerry Marshall and John Pinkerton, along with care experienced peer researcher Seana Friel, contributed to the planning, the formal inputs and to chairing various sessions. Central to the workshop was ensuring that an African focus was maintained whilst being inclusive of the learning from other continents.

Ten of the workshop participants presented at the one day conference which was attended by over 200 people, mostly practising social workers and child and youth care workers in the Johannesburg area.

Berni Kelly, Co-Director of our Disability Research Network, contributed a UK perspective on the experiences of care leavers with disabilities. Gerry Marshall followed with a presentation on the use of care experienced young people as inspectors of services. Both presentations prompted considerable interest, discussion and contacts among conference participants.

Exchange Links with Leuven University

In March, School of Social Sciences, Education and Social (SSESW) academic Paul McCafferty spent a week at Leuven University in Belgium, as part of a new Erasmus bilateral agreement he established.

During the trip, he was invited to speak at a student conference on children’s and young people’s rights in different national and cultural contexts. The focus of his talk, presented to second year Children and Youth Studies students in a variety of placements across Belgium, was the right of children looked after by the state to participate in decisions about their care.

During the visit, Paul enjoyed making connections with new colleagues from South Africa, Uganda, Brazil, Holland and Poland. Several areas of common interest emerged for possible future collaboration in teaching and research including child protection decision making, children’s participation in decisions about their care and social work student placements.

Paul commented: ‘The Erasmus scheme is an excellent vehicle for enhancing international relationships and for broadening the scope of research and teaching. It helps transcend territorial borders, to discover new approaches to teaching and research. The next stage is to establish student exchange trips, so that students studying at both institutions can begin to understand social work as an international profession. They will also benefit from being exposed to different cultures, political systems and social work practices, increasing their personal capacity to think globally and more diversely.’

New Book

Head of the School of Social Sciences, Education and Social Work, Professor Carl Bagley, has co-edited a definitive reference book on educational ethnography, a research approach that studies education contexts through long-term immersion, engagement and participation of the researcher in the routine daily lives of people and their culture.

The Wiley Handbook of Ethnography of Education (ISBN: 978-1-118-93370-1) brings together leading international scholars and looks at ethnography in contrasting rural and urban contexts, place-based and virtual settings, single and multi-site explorations, as well as foundational and developmental ideas.

Its aim is to inform and shape the current field of ethnography and education and to provide a comprehensive reference point for those engaged in academic study in this field.
Study at the School

We offer a friendly and dynamic learning environment for short course, undergraduate, master’s level and doctoral study. Our innovative, flexible teaching methods and welcoming environment create a unique experience for our students. For further information on the courses below, visit our website at www.qub.ac.uk/ssesw

Undergraduate (2019/20 entry)

• BA (Hons) Criminology
• BA (Hons) Criminology and Social Policy
• BA (Hons) Criminology and Sociology
• BA (Hons) English and Sociology
• BA (Hons) History and Sociology
• BA (Hons) Social Policy and Sociology
• BA (Hons) Sociology
• BSW (Hons) Social Work (3 year Undergraduate Route)
• BSW (Hons) Social Work (2 year Relevant Graduate Route)

Postgraduate (2019/20 entry)

Taught Programmes

Applied Behaviour Analysis
Applied Social Studies
• Childcare
• Dual Diagnosis
• Mental Health
Autism Spectrum Disorders
Children’s Rights
Cognitive Behavioural Therapy Programmes
Educational Leadership
Educational Studies
Higher Education Teaching (PGCHET)
Inclusion and Special Needs Education
International PGCE
Social Science Research

Systemic Practice and Family Therapy
Teaching English to Speakers of Other Languages (TESOL)
Youth Justice
Initial Teacher Education (PGCE)
• English
• Information Technology/Computing
• Mathematics
• Modern Languages
• Religious Education
• Science (Biology, Chemistry, Physics)
• Social Science

Research Programmes

Doctor of Philosophy in Education
Doctor of Philosophy in Social Policy/ Sociology
Doctor of Philosophy in Social Work

Open Learning Short Courses

Our Open Learning short part-time courses offer all adults, regardless of age or qualifications, the chance to try something new for leisure or personal development. These flexible, affordable short courses are offered during the day, evening, and weekend in a relaxed and friendly atmosphere.

There are over 250 courses in a wide range of subjects including Education, Creative Writing, Archaeology, Digital Photography, History, Wine Tasting, Literature, Languages (from Beginners to Advanced levels in French, German, Italian, Japanese, Spanish), Music, Philosophy and Visual Arts. Look out for our new Autumn 2019/New Year 2020 programme, due out in mid-August at www.qub.ac.uk/ol. Courses commence week beginning 23 September 2019.

Find out more: www.qub.ac.uk/ssesw
Shared Education Supports International Peacebuilding

Our Centre for Shared Education (CSE), with the Social Change Initiative, hosted an international symposium on Shared Education in December, to reflect on development and implementation of shared education in Northern Ireland and consider the transferability of the model to other divided jurisdictions.

The event at Queen’s brought together academics, policy-makers and practitioners from Northern Ireland and several divided societies where shared education has been introduced or there is interest in piloting the model. These included several Balkan states (the former Yugoslav Republic of Macedonia, Kosovo, and Bosnia and Herzegovina), Israel, Cyprus and Lebanon. It considered the curriculum as a vehicle for advancing shared education’s objectives, the effectiveness of that collaboration. The following are examples of just a few instances over recent months:

- **Eisenhower Fellowships** has included **Katy Hayward** in its selection of 14 highly accomplished leaders invited to participate in its 2019 Island of Ireland Program, a prestigious international leadership programme. The named recipients work in fields such as diplomacy, law, economics, religious affairs, environmental conservation and academia. The programme will see Katy travel across the United States exchanging knowledge and ideas with other leading figures before applying her new expertise to a project with real-world impact in a Northern Ireland setting.

- **Anne Campbell** was appointed co–chair of the Recovery Committee for the **UK Government Advisory Council on the Misuse of Drugs** which advises the government on supporting people to recover from dependence on drugs and alcohol and how best to prevent drug and alcohol misuse and its associated harm. Anne’s new Recovery Committee role recognises her expertise in aspects of drug and alcohol recovery. She is chair of the Dual Diagnosis Expert Research and Education Group (Northern Ireland) and won the highly prestigious Lifetime Drug and Alcohol Fellowship Application to NIDA (USA, January to June 2017).

- **Michael Duffy** was invited to become a founding member of the newly formed **UK Trauma Council**, a cross-disciplinary leadership group tasked with supporting and guiding the creation, development and dissemination of trauma resources, guidance, policy and training. It supports collaboration across a broad interdisciplinary group of experts, to ensure children and young people receive help following trauma. Like Michael Duffy, UK Trauma Council members are recognised experts in their respective fields and are drawn from across the four nations of the UK.

- **Joe Duffy** is on a US-UK Fulbright Scholarship study visit to the USA this academic year. In addition to working with universities and organisations in Nashville and New York, Joe shared with the United States **Council for Social Work Education (CSWE)** his research findings on the benefits of directly involving people with lived experience in the teaching of social work students. Joe’s input to the CSWE helps inform their future planning and development for social work education in the USA.

Connecting Local and Global Expertise

In addition to our wide ranging seminar series (see http://bit.ly/2IqbV7Z), School of Social Sciences, Education and Social Work (SSESW) colleagues lead important network activities in their respective fields, contributing to improving practice in local and global arenas.

Their work with partners across many professions informs our activities at national and international levels and the recognition of our colleagues’ expertise reflects the importance and influence of that collaboration. The following are examples of just a few instances over recent months:

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Read more about colleagues’ research and teaching at [www.qub.ac.uk/ssesw](http://www.qub.ac.uk/ssesw)
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