

<p>Institution: London Metropolitan University</p>
<p>Unit of Assessment: Education</p>
<p>a. Overview</p> <p>Since 2001, London Metropolitan University (LondonMet) has developed an excellent national and international reputation for education research. The establishment of the Institute for Policy Studies in Education (IPSE) has been key to this success, alongside strengthened collaborations with Education scholars in the faculty of Social Sciences and Humanities (including Albon - a member of the Early Childhood Education team and Associate Member of IPSE).</p> <p>IPSE was created in 2000 and, following restructuring in 2010, is now within the Faculty of Social Sciences and Humanities (FSSH) under the umbrella structure of the Faculty Advanced Institute for Research (FAIR). FAIR incorporates five social science research centres/institutes with a shared interest and expertise in research for social justice. In total, FAIR has 39 staff (30.2 FTEs), offering excellent opportunities for interdisciplinary collaborations and the further development of education research at LondonMet.</p> <p>The creation of FAIR has enabled administrative processes to be streamlined, providing increased support to researchers to secure external research funding. New developments under FAIR include the provision of faculty-wide 'research surgeries' and services accessible to all academic staff along with twice yearly 'away days' for all FAIR staff to share research interests and expertise. The FAIR director sits on the Faculty Executive, to which significant decision-making powers have been delegated by the University, and FSSH has become the research beacon for the whole of the University, directly managing LondonMet's Research Office. FAIR has provided fresh impetus to research activity and facilitated new interdisciplinary collaborations. Each institute/centre has retained its own distinct but complementary focus on social justice. For IPSE this is demonstrated through a commitment to:</p> <ul style="list-style-type: none"> • Informing educational theory, policy and practice with a view to enhancing equality of access, participation and the outcomes of education; • Researching the rapidly changing social, political, cultural and technological environments in which education takes place; • Building research capacity and supporting new researchers. <p>IPSE currently has five research staff (4.2 FTEs) supported by three dedicated specialist research administrators (2 FTEs). The Lead Professor of IPSE (Leathwood) sits on the Faculty Management Board and the FAIR Management Group. IPSE has maintained its track record of conducting high quality research for a range of funders with the aim of achieving high impact on user communities. IPSE's research expertise spans educational sectors from early years through to higher education and lifelong learning. It provides a hub of research activity with researchers spending much of their time on externally funded research. They also collaborate with other staff across FAIR, FSSH and the university more widely and thus support the development of interdisciplinary research as well as the research culture as a whole.</p>
<p>b. Research strategy</p> <p>With the creation of research institutes at LondonMet beginning in 2000, the university publicly demonstrated its commitment to encouraging and supporting applied research with a strong commitment to social justice. This focused support included some seed corn funding and investment in staff development which saw the Education UOA submission achieve 61.4% at 3* and above (17th out of 82 submissions in Education) in the 2008 RAE. Since then, occupational mobility and changes in staffing led to the decision to incorporate the Learning Technology Research Institute (LTRI) (which, as a sister institute to IPSE, formed part of the Education submission in 2008) into IPSE. LTRI continues to retain an international reputation for its work in the field of learning technologies and to generate significant research income. The success of research capacity building in education is reflected in the associate membership of IPSE amongst members of the faculty, including Albon who is part of this submission. All the researchers being entered in 2013 are, therefore, full or associate members of IPSE.</p> <p>The university, and in particular the faculty (FSSH), has provided continued support for the applied and social justice orientation of IPSE and FAIR. A commitment to research, in particular 'to enhance the University's educational focus and its commitment to social justice' is re-stated in the</p>

Environment template (REF5)

university's 2013-2015 Strategic Plan.

Despite the changing context, the aims for education research at LondonMet set out in 2008 have been achieved. These were to:

- be a leading influence on national and international policy in education and on future learning practices (eg. The Ajegbo and the Gender Equality in Work Placements case studies; the City Challenge evaluation and subsequent Ofsted report recommending the findings of the IPSE research inform new 'regional challenges'; the European Migration Policy Index Project (MIPEX 2011) which established education policy indicators in 31 countries in Europe and North America)
- develop new theoretical understandings to underpin policy and practice (e.g. **Osgood's** development of Deleuzian theory in the field of early childhood studies; **Leathwood's** analyses of the feminisation discourse and the place of the affective in HE; **Ross's** work on understanding contemporary European identities; **Albon's** use of Bakhtinian theory to explore ethical and methodological issues in early childhood research)
- continue to build research capacity (e.g. significantly expanded research student provision; support for the development of early career researchers)
- make a difference to the experiences of learners and educators (e.g. Ajegbo case study: the LTRI GLOmaker project - an authoring tool widely used to develop e-learning resources; Early childhood action (ECA))

Specific objectives were to maintain and broaden the funding base in order to provide stability and continuity for research activities; to develop the widest possible interaction with user communities; to continue to build the research student communities through investment in the PhD and EdD programmes; and to broaden areas of focus and practice. In relation to these, we continue to develop new funding sources (eg Youth Music, Arts Award) as well as maintaining funding streams from ESRC, DfE, ECU, etc. We have significantly developed our interaction with user communities through research project collaborations, seminar series and networks. We have developed a thriving research student community with higher numbers of EdD and PhD students and a rolling programme of research student seminars, reading groups and other events. We have also broadened areas of research expertise including, e.g. research on creativity, culture and education, medical education and research policy, and we have recently invested in a new researcher, Dr Gill O'Toole, with specialist expertise in disability research in education - a key area we have identified for development. Dr O'Toole has been working outside academia for some years, including as a research manager in the Learning and Skills Sector, and has published a number of reports designed to inform policy and practice in relation to inclusion for people with disabilities. We anticipate that research in this area will be an important new growth area for IPSE.

In 2008, our research sat within four broad thematic areas: Higher Education Equity; Teachers, Equity and Professionalism; and Identities, Diversity and Education (IPSE); and Designing Advanced Technology for Learning (LTRI). These thematic areas still encompass the bulk of our research, although now, as in 2008, there are significant overlaps in terms of both the focus of specific research projects and the work of individual staff. We have also continued to develop research in the area of early childhood studies (**Osgood** and **Albon**), an area that has grown significantly with the enhanced international reputation of **Osgood's** work, and the cross-cutting themes of gender in education (**Leathwood**, **Osgood**, **Tsouroufli**), ethnicity and education (**Ross**, **Leathwood**) and social justice and social policy (all IPSE researchers).

Higher Education Equity: Research in this area has developed new theoretical understandings of the relationships between education policy and staff and student subjectivities in the changing economic, social and cultural context of higher education. Research projects have included a study of higher education work placements in the arts and cultural sector industries (funded by the Equality Challenge Unit, ECU) ; a study of minority ethnic student achievements and success, commissioned by another (anonymised) university (**Leathwood**); a literature review on minority ethnic staff in HE (ECU, **Leathwood**); and an investigation of the strategies used by schools and colleges to raise aspirations for high achieving disadvantaged students to apply to HE, (DfE, **Leathwood**). **Leathwood** also achieved an SRHE Research Award (2011) for an exploratory study to assess the impact of developments in research policy for research on higher education and was the international advisor to research project: *Research Policy and Research Practice in the Global Research Economy*, directed by Dr Paula Mählick, Stockholm University, funded by the Swedish Research Council, 2011-2013. During the assessment period, **Leathwood** has co-

authored a highly acclaimed book which critically engages with the feminisation of HE thesis (*'Gender and the Changing Face of Higher Education: A feminised future?' with Dr Barbara Read, 2009, SRHE/OUP*) and worked in collaboration with Prof. Valerie Hey (University of Sussex) to further the development of a rich feminist sociological and psycho-social analysis of the place of the affective in higher education. **Tsouroufli's** work has been concerned with gender equity in higher and professional education, particularly medical education. Her research and publications have raised awareness of gender relations in people's conduct in organisations and education through explorations of gendered constructions of medical professionalism; gendered forms of 'othering' in higher and professional education; and the marginalization of feminist academics in entrepreneurial universities. She is currently working on a special issue for Medical Education entitled 'Equality, Diversity and Fairness in Medical Education: Critical and International Perspectives' and an edited book with Emerald entitled Gender, Careers and Inequalities in Medicine and Medical Education: International perspectives.

Teachers, Equity and Professionalism: This thematic area has contributed new understandings of professionalism and teacher/head teacher professional identities in mainstream schooling, supplementary schools, FE and the early years sector. Research projects include a Review of the Excellent Teacher Scheme (DCSF); an investigation into the experiences, perceptions and aspirations of new Institute for Learning members; a study of teachers in supplementary schools (CiLT - **Ross**); a study of approaches to access and participation in continuing professional development by supply teachers (General Teaching Council - **Osgood**); an evaluation of a VSO placement programme for head teachers (NCSL/NAHT/VSO); and a major DCSF funded study of teacher workforce remodelling. The recently completed DfE funded research on the City Challenge school improvement programme and subsequent Ofsted commissioned work (see Impact Template) has made a highly significant contribution to the knowledge base of school improvement and public debate about the academies programme (e.g. [BBC news](#), the [Local Schools Network](#)). **Osgood's** theoretically rich research on professionalism and professional identities in early childhood education, including her monograph '*Narratives from the Nursery: negotiating professional identities in early childhood*, 2012, Routledge, has been highly influential, with her publications recommended reading on Early Childhood programmes internationally and nationally for example at QUT, Melbourne and UWS in Australia; University College, Oslo; Open University, Winchester, and MMU in the UK. **Albon**, who was supported to complete her PhD with IPSE, has a growing reputation for her work in the field, a reputation that is likely to be strengthened considerably with the publication of her recent co-authored book - Albon, D. and Rosen, R. (2013) *Negotiating Adult-Child Relationships in Early Childhood Research*, London: Routledge, which is highly original in its application of Bakhtinian theory in this area.

Identities, Diversity and Education: This has continued to be a significant theme in IPSE's work, developing rich theoretical understandings of young people's complex and changing identities utilising intersectional, sociological, geo-political and generational analyses. Research projects have included a study of the influence of media technologies on young people's career aspirations (funded by BECTA); an investigation of the impact of supplementary schools on pupils' attainment (DCSF - **Ross**); studies of the educational experiences of Horn of Africa Children in two local authorities (funded by London Boroughs of Camden and Islington); an exploration of the role of technology on parental engagement in children's education (BECTA); an evaluation of the Media Trust Youth Mentoring Programme (Media Trust); a study of engaging 'hard to reach' parents in early years music making (Youth Music - **Osgood** and **Albon**); and Language Diversity and Attainment in English Secondary Schools (The Arvon Foundation). A significant strand of research within this area focuses on Europe, with The Children's Identity and Citizenship in Europe (CiCE) Erasmus academic network, established in 1998 and led by IPSE, contributing to this strand. The Charting Educational Policies to Address Social Inequalities in Europe ([EPASI](#)) project (EC Socrates - **Ross**, **Leathwood**), led by IPSE, provided an innovative comparative analysis of policies that address disadvantage in particular groups of the population, including those economically disadvantaged, minority ethnic groups, those disadvantaged by gender, those with disabilities, indigenous minorities, religious minorities and linguistic minorities across 14 European countries. **Ross** continued his European focus with his work on the production of education policy measures for the Migration Policy Index (European Union, British Council and Migration Policy Group), having been awarded the highly prestigious Jean Monnet ad personam Professorship in Citizenship Education in Europe, 2009 – date. Linked to this Chair is his innovative and timely

study: '[Crossing Borders: young Europeans' constructions of citizenship and identity](#)' exploring how young people are constructing their personal identities, and becoming aware of their actual or potential European citizenship, both in countries that have recently joined the European Union and the candidate countries. A substantial book, *Constructions of Identities by Young New Europeans*, will be published by Routledge in 2014. **Tsouroufli's** recent work has been concerned with young people's notions of diversity and community in Britain. She is currently co-editing a book: *Creating Citizenship Communities: Teaching and Learning to Help Young People Play a Full and Active Part in Society*, Palgrave Macmillan, 2015.

Designing Advanced Technology for Learning is the thematic area for the Learning Technology Research Institute ([LTRI](#)). The research focus, on the application of mobile devices and social media to augment, support and transform learning, has been developed through projects on 'A Learning Design Support Environment for Teachers and Lecturers' (ESRC); 'Persuasive Learning Objects and Technologies for Lifelong Learning in Europe' (Europlot, EU); A study of Continuous Social learning in Knowledge Networks (MATURE - EU); and Mobile-learning deployment management training (EU). Through these projects LTRI is contributing to new understandings of the role of social media, mobile devices, and more generally Technology Enhanced Learning, for social justice and learning. Although this area of research has recently contracted, it is anticipated that LTRI will regrow its capacity in the future.

As evidenced above, the aims established in 2008 have been achieved and they remain appropriate to education research at LondonMet. In addition, a series of opportunities can be realised from the rich interdisciplinary environment of FAIR. We have therefore identified an additional set of aims to further support the development of education research at LondonMet, which include:

1. Promote inter- and cross-disciplinary approaches within FAIR and FSSH through workshops and seminars and to generate more collaborative and innovative research proposals;
2. Embed research more deeply within the university's social science and humanities teaching;
3. Build stronger partnerships nationally and internationally around our core research areas;
4. Maintain a high level of funding from a broad range of funders commensurate with demonstrating both the importance and sustainability of excellent applied research.

The achievement of these aims will be achieved and demonstrated through:

- Further developing the research student culture, building on the success of the EdD and PhD;
- Maintaining a commitment to building research capacity in Education,
- Sustaining high volumes of quality outputs,
- Continuing our focus on ensuring research impact, and
- Further enhancing the reputation of LondonMet Education research.

Each of our aims reflects a clear focus on defending what we have achieved and maintaining sustainable levels of excellent research. In face of rising levels of external competition for funding this means collaborating to further develop the quality of grant applications. In relation to this IPSE has retained, extended and strengthened existing networks. Our aims will be monitored by the FAIR Director and through the FAIR Lead Professors group – meeting monthly - and by the bi-monthly Faculty Research Committee.

b. People, including:

i. Staffing strategy and staff development

Despite broader structural changes IPSE has maintained its commitment to building research capacity through the support and development of new and existing staff. Our commitment to social justice is realised through working practices which emphasise collaboration and the sharing of expertise in addition to encouraging researchers to develop their own areas of interest. Our policy has always been to move research staff onto permanent contracts wherever possible and all IPSE members of staff, including the new appointments noted below and all those submitted to REF2014, are on permanent contracts. This reflects our commitment to equality and social justice, ensures security for individual researchers and has a positive impact on research quality. There is a commitment to staff career progression with, for example, 9 promotions in IPSE to higher grades during the assessment period and 3 staff being supported to complete a PhD.

Although three senior research fellows left IPSE for other academic posts in 2012-13, two new appointments have recently been made at SRF level - O'Toole (specialising in disability - see above) and **Tsouroufli** whose research expertise encompasses gender, higher education and medical education. In addition, IPSE has benefited from the flexibility offered by FAIR, with a social

science researcher from the Working Lives Research Institute in FAIR, who has experience in educational research in schools, being seconded to work on an IPSE project. Dr Merryn Hutchings, Professor Emeritus who was entered in RAE 2008 but retired in August 2012, continues to support IPSE and has since worked on a consultancy basis on IPSE projects (e.g. Ofsted 2013).

All staff work in collaborative teams, usually on more than one project. They are supported and encouraged to gain project management experience, for example by conducting the day to day management of a project with the support of a senior researcher. Similarly, staff gain experience of writing research proposals by working with more experienced researchers. IPSE ensures good lines of communication are maintained through regular fortnightly institute meetings.

A well-developed staff mentoring scheme supports writing and publication activities. In addition staff are encouraged to seek opportunities for further staff development e.g. visiting research fellowships, several of which have been successfully funded during the REF period (see below). IPSE also runs a programme of in-house staff development (e.g. getting published, supervision, use of social media); reflexive reviews of progress; and opportunities for individuals to share work in progress. In addition, conference and seminar attendance is actively encouraged and supported. Staff also benefit from seminars and training sessions and on-line resources provided by the university Research Office e.g. research methodology, research ethics. In addition, FAIR holds research-based inter-disciplinary seminars and bi-annual Away Day meetings for all FAIR staff. Staff in IPSE and from the faculty are also supported to gain supervisory expertise by working on EdD and PhD supervisory teams with experienced supervisors. In this way we are further developing supervisory capacity and contributing to the career development of research and teaching staff in Education.

The high standard of all IPSE research is ensured through the designation of an IPSE professor on all research projects to oversee the quality of the research process, including initial design and research proposal, methodologies, ethical considerations, fieldwork and reporting. In addition, research ethics oversight and approval is provided by the Faculty Research Ethics Review Panel, on behalf of the University Research Ethics Committee.

ii. Research students

As part of our strategy of building research culture and capacity we established a Professional Doctorate (EdD) which has enjoyed considerable growth since the RAE 2008. We currently have 52 research students on the EdD and PhD programmes, 50 of whom study on a part-time basis. On the EdD pathway we have 22 at the thesis stage, one completion this year and two currently being examined. Several other students are predicted to complete in this academic year. The IPSE EdD programme has a specific focus on education policy, practice and social justice, thereby complementing the commitments and research activities of IPSE, FAIR and the faculty. The PhD programme has 10 students, 1 of whom holds a three-year 'Vice Chancellor's Scholarship'. A further seven PhD students are international (whom we are pleased to have retained despite the temporary withdrawal of Tier 4 licence in September 2012). One student has recently completed, a further four are due to submit within the next six months.

All Education doctoral students (EdD and PhD) benefit from the supervisory input of either **Albon, Leathwood, Osgood, Ross** or **Tsouroufli**, who are highly experienced researchers actively engaged in a diverse range of funded projects.

Research students are supported through activities including a rolling IPSE Research Student Seminar Series, a regular IPSE staff/student Reading Group to discuss new theoretical readings, social events, and study groups for research students who are working on a similar area or within a particular theoretical framework. E.g. **Osgood** has organised a group for those researching South Asian women and education, **Leathwood** facilitates a study group on using Bourdieu in educational research and another member of the faculty has a well established gender study group which some IPSE research students also attend.

IPSE research students are also encouraged to forge links with research students across the faculty and to take advantage of research seminars, etc., in the faculty. The University provides online training and face-to-face research training for students, and supports an annual interdisciplinary research student conference. Students can also apply to the faculty for RAE research funding for particular projects (e.g. conferences). All IPSE research students are on an IPSE email list where information about seminars, conferences, etc are circulated, and supervisors actively encourage their students to immerse themselves in the wider academic community, including practically, e.g. by arranging meeting points for those interested to travel together to key

seminars.

In addition, there are five levels of monitoring and support for our doctoral students:

- (1) Proposal. All IPSE students (PhD students and EdD students at the beginning of the thesis stage) produce a ten-page research proposal which provides the basis for the development and progression of their research
- (2) Ethics compliance monitoring by the Faculty Ethics Committee. Each student must provide a detailed description of the ethical issues raised by their research design and methods and get approval prior to starting their fieldwork.
- (3) Supervisor-student relationship. Each student has two supervisors. Face-to-face meetings usually take place 2-3 times a term in addition to email and telephone contact.
- (4) Monitoring within FAIR. Regular reports on doctoral students' progress are given to the FAIR Leads Committee and decisions on additional support taken there.
- (5) Formal monitoring through the Faculty Research Student Progress Group (RSPG) which requires an annual progress review form to be submitted by the student along with evidence of written work. Students have an opportunity to comment on supervisory support and their supervisors and another reader from the RSPG provides feedback on the work submitted. Students are only allowed to progress onto the next year of study (and/or from MPhil to PhD) with RSPG approval.

d. Income, infrastructure and facilities

Education research at LondonMet has generated approx. £2.8m of external research income in the 2008-2013 period. This includes both IPSE (2.3m) and LTRI (0.5m).

The largest sources of funding were UK central/local government bodies and the European Commission and ERASMUS grants. In an increasingly competitive environment research funding was secured from new sponsors including charities (Youth Music, Arts Awards) and independent bodies (The National College for Leadership of Schools and Children's Services), as well as from prestigious sources including the ESRC.

Education research at LondonMet benefits from the library services available which includes a dedicated Education Subject Specialist Librarian. Education researchers also benefit from the archives of the TUC Collections and Worker's Educational Association, both of which are housed at LondonMet. Education research has also benefitted from the support of both central and faculty sources. The recent promotion within IPSE (**Osgood** to Professor in 2013) and the appointment of new Senior Research Fellows (**O'Toole** and **Tsouroufli** in 2013) denote the continued commitment to the portfolio of educational research at LondonMet. It is also a clear indication that Education remains a key research priority for the Faculty.

e. Collaboration or contribution to the discipline or research base

IPSE researchers continue to make a sustained contribution to the educational research base, reflected in the successful income generation, invitations to speak, extensive research collaborations and partnerships, visiting scholarships, editorships and awards.

Albon: Achieved her PhD in 2010 and is external examiner for the BA Early Childhood programme at Liverpool John Moores university. She regularly reviews for a number of journals including *Contemporary Issues in Early Childhood* and *Early Years: An international research journal*, and is a member of the BSA food and childhood SIG.

Leathwood: In addition to her role as international advisor to a Swedish Research Council funded project based at the University of Stockholm, Leathwood is an invited member of the interdisciplinary Network for Intersectionality Research into Higher Education hosted by Gothenburg University, and was awarded a visiting fellowship for her research on gender and higher education by the National University of Ireland (Galway) in 2012. She is an elected Fellow of the Society for Research into Higher Education; was an elected member of BERA Council (2006-9); and is a Consulting Editor for *Women's Studies International Forum*; Associate Editor for *Gender, Work and Organisation*; and on the Editorial Boards of the *Journal of Education Policy* and *Gender and Education* (2007-2013). She has delivered a number of invited keynotes including National University of Ireland (2012), UALL National Conference, London (2011), and The Hague University of Applied Sciences (2010), and was an invited consultant on equality and diversity in HE at Uppsala University, Sweden (2011). She has externally examined 4 PhDs, and 4 EdDs during the REF period (Manchester Met, University of Sussex, Institute of Education x 3, University of Cambridge, Keele University, King's College London).

Osgood: Is a core Member of the International Childhood Critical Policy Studies

Collaborative (2011-date) which is an international consortium of Early Childhood academics collaborating on research proposals and publications (e.g. a forthcoming special issue of *Qualitative Inquiry*, 2013) framed by Deleuzian theorisations. She was awarded a Visiting Professorship at the University of Western Sydney, Australia in 2011 on the basis of her international reputation in the field of Early Childhood Education. She has also been nominated for the prestigious Seelye Fellowship at University of Auckland (2014). She is a Fellow of the Royal Society of Arts, Co-editor of *Reconceptualizing Educational Research Methods*, elected Chair of the *British Educational Research Journal* Editorial Board and on the Editorial Boards of *Contemporary Issues in Early Childhood* (and Book Reviews Editor); *Sociology*; and *Gender & Education* (2007-13). She has delivered a number of invited keynotes including at the Plenary Panel of the Gender and Education Conference (2013) and the University of Western Sydney (2011), University of Melbourne (2013) and University of Plymouth (2013), was a member of the Organising Committee for the Reconceptualising Early Childhood Education International Conference (2008 & 2011), and has externally examined 3 PhDs in the REF period (University of Melbourne; QUT, Australia, University of West Scotland). She hosted the visiting professorship of Prof. Kerry Robinson, University of Western Sydney, in 2013 and organised a one day conference on Theorising Childhood Sexualities (supported by LondonMet and BERA) in June 2013.

Ross: Established the Children's Identity and Citizenship in Europe Academic Network for the European Commission in 1998, and directed it until 2008. Ross is a Jean Monnet *ad personam* professor, awarded by the European Commission (2009), a Visiting Professor at the University of Bedfordshire (2010), an Academician of the Academy of Social Sciences (2011) and was awarded the degree of a Doctor of Letters at LondonMet (2011) for his work on social justice in education. He is on the Editorial Committee of *Citizenship Teaching and Learning* and guest editor of two special issues: *International Journal of Progressive Education* (Issue on Active Citizenship 2012) and the *European Journal of Education* (issue on Early School Leaving, with Leathwood, 2013). He organised the CiCe annual conference in Istanbul in 2008, was on the organising committee for the CiCe conferences in Malmo (2009) and Barcelona (2010), for the Conference on Future Citizens, Warsaw (2010) and for Eurofringes on Intercultural Networking, Bucharest (2013) amongst others. He has examined 3 PhDs during the REF period (Ireland, Pakistan); delivered 15 invited keynote addresses including to the *European Civil Society Platform on Lifelong Learning* Annual Conference (2013) and to the Migration – Integration – Social Mobility Conference in Berlin (2011); and hosted 3 visiting fellows: 2010 Petra Huyst (U of Ghent, Belgium, 2010), Prof Yunus Eryaman (U Cannakale, Turkey, 2011), and Dr Marian Ilie (U of Timisoara, Romania, 2012).

Tsouroufli: Is a member of the Scientific committee for the Equality, Diversity and Inclusion international conference, Athens, 2013 and was a stream organiser for three other conferences in the assessment period: 'Belonging, Otherness and Equality in Higher Education', Equality, Diversity and Inclusion International conference, Toulouse, France, July 2012; 'Governance and workforce dynamics in Healthcare: Intersecting flows of power and the remaking of inequalities' Equal Opportunities Conference, Istanbul, Turkey, July, 2009; 'Gender Equality in Medicine: Issues of professionalism and exclusion', Equal Opportunities Conference, University of East Anglia, July 2008. She was a Visiting Academic at the Gender Studies Department, Uppsala and Aarhus University, funded by the International office and the Department of Education, University of York, £1,500, November 2010, and she has given a number of invited talks including 'Feminist Academic Interrupted', Centre for Women's Studies, University of Jordan, Amman, Jordan, June 2012; and 'The gendered construction of medicine and medical education' and 'Gender issues in Education', University of Crete, Rethimno, Greece, April 2010. She has examined a PhD (University of Essex 2013) and is on the editorial boards of four international peer-reviewed journals (*Interdisciplinary perspectives in Equality, Diversity and Inclusion*; *Global Educational Review*; *International online journal of educational sciences (IOJES)*; and *Equality, Diversity and Inclusion: An international journal*).