

<p>Institution: The University of Huddersfield</p> <p>Unit of Assessment: 25 Education</p> <p>a. Overview: The University of Huddersfield's School of Education and Professional Development is the largest and most significant centre for research in lifelong learning in the UK outside of London. It makes a distinctive contribution to the field through its powerful focus on areas of education that are vital to social and economic well-being, but extend well beyond a narrow view of education as formal schooling. This specialist expertise includes post-compulsory and vocational education and training; informal learning in communities and workplaces; community cohesion; career choice, development and guidance; early years and childhood studies; teaching English to speakers of other languages (TESOL); adult and digital literacies; public pedagogies; and professionalism across the lifelong learning sector.</p> <p>These activities are co-ordinated and given coherence through our <i>Centre for Research in Lifelong Learning and Social Justice</i>. This comprises three established research groups, developed since 2008: <i>Policy, Social Cohesion, and Teacher Professionalism and Public Pedagogies</i> (TPPP). It also includes two emerging 'knowledge exchange research groups' (KER) on professional practice: <i>Early Years, Childhood, Youth and Community</i> (EYCYC), and <i>Technology-Enhanced Learning</i> (TEL), which we envisage will become fully established research groups in the next few years. We have doubled the size of our Education submission as compared to RAE 2008, and we are engaged in a vigorous process of supporting new emerging and early career researchers, as well as in succession planning and renewal of research leadership.</p>
<p>b. Research strategy</p> <p>b1. This submission builds on the panel feedback from 2008 in terms of the strength of international collaborations, the volume of PGRs and the correspondingly high completion rates, through a substantial increase in both the volume and quality of research active staff and research outputs. The development of the Centre for Research in Lifelong Learning and Social Justice (CRLLSJ) has provided coherence to our approach to research bidding in a difficult climate, and to the production of high quality, high impact output. The Centre is the focus for the framing of our research culture, our approach to mentorship for early and mid-stage researchers, for cross-fertilisation of the work of research staff and PGRs, and for public engagement and international collaboration. Together with the School Research and Enterprise Committee (SREC) it also drives the development of research strategy and governance. The development of the Centre has been central to our recruitment of internationally leading researchers (Professors Colley and Tett; Drs Russell and Atkins) in domains of Lifelong Learning which reflect the overall profile of the School (informal learning; post-16 guidance; educational ethnography; workplace learning), in order to provide leadership for the growing research strengths in this area, and to enhance our bidding activity. CRLLSJ has also provided the framework for the development of a cohort of researchers whose work has developed to have a national and international impact. The Centre has been supported in the period 2008-13 by £77k of direct University investment.</p> <p>Our research strategy to 2013: CRLLSJ has consolidated our strengths in the post-compulsory area of lifelong learning while supporting the development of research into issues of social justice and social cohesion of national and international significance. We have strengthened our work in lifelong learning through senior appointments and have increased our focus on young people and social cohesion. We have intensified staff engagement with research by enhancing support for ECRs and have generated increased volume and quality of research activity from those entered in RAE 2008.</p> <p>We refined our research bidding by targeting the following sources of funding: firstly, bidding to prestigious international and national funding sources (e.g. ESRC, Canadian SSHRC, facilitated by strategic senior appointments (Colley and Tett); secondly, developing our collaborative and responsive research with our principal user communities of schools, local authorities and post-sixteen providers – this work has enabled us to address national and international themes and priorities relating to community cohesion (Thomas, Sanderson), the prevention of violent extremism (Thomas) raising post-sixteen participation rates (Jarvis, Jarvis and Sanderson), and improving post-sixteen teacher education (Orr, Robinson). Thirdly, we identified charitable funding to develop the above research areas (funding from Leverhulme and JRF, gained by Simmons, Thompson and Russell to explore issues relating to NEETs). The first strategy has not yet borne</p>

Environment template (REF5)

fruit to the same degree and this is a priority in our forward planning.

b2. Main objectives and activities since 2008:

Our research addresses national and international policy priorities and seeks to enhance practice in our user communities. In addition we provide a critical perspective on policy development and implementation, and lead internationally in the development and application of critical theory (Avis, Colley). This responds to the generic feedback on RAE 2008, unit 4, that such work should continue to thrive.

Since 2008 we have authored more than 57 books, 148 chapters and 142 journal articles. Our portfolio covers:

- (i) issues related to young people, education, integration and the prevention of violent extremism (Colley, Miah, Russell, Simmons, Thomas, Thompson). These are matters of national and global concern [see for example: the report of the Select Committee [Young people not in education, employment or training](#) (2010); African Economic Outlook 2013, [Who are the Unemployed, Discouraged & Inactive Youth in Africa?](#); DCLG (2012) [Creating the conditions for integration](#); DCLG (2011) [Prevent Strategy](#); European Union (2008) [The European Union Counter-Radicalisation Strategy: Evaluating EU policies concerning causes of radicalisation](#); OECD/DAC (2003) [Reducing the Involvement of Youth in Armed Violence](#); EU Horizon 2020 *Towards more inclusive, innovative and secure societies*];
- (ii) the need to raise the status of the lifelong learning and skills sector to ensure progression opportunities for young people and to improve the quality of professional staff [see for example BIS 2011, [New Challenges, New Chances: Further Education and Skills](#); Lingfield Report 2012. [Professionalism in Further Education](#); Wolf Report 2011, [Review of Vocational Education](#).] The work of Atkins, Avis, Colley, Jarvis, Orr, Simmons, Tett, Tobbell and Thompson addresses post-sixteen policy issues, the student experience, pedagogic strategies, teacher training and generic matters relating to professionalism and professional identity, as well as policy issues;
- (iii) the importance of lifecourse learning, as outlined in Schuller and Watson's report for the National Institute for Adult Education: [Learning through Life: Inquiry into the future of lifelong learning](#). Our work in this area recognises the importance of the workplace experience and learning through participation in community and cultural activities (Avis, Colley, Fisher, Jarvis, Jones, Tett, Thomas).

A concern with social justice links these streams of work, and underpins the strategy of establishing CRLLSJ to strengthen our work in the lifelong learning sector.

The Centre and research groups run seminars that attract national and international speakers and participants, as well as senior policy makers and practitioners. These seminars enrich PGR experience through attendance and remote access via UniTube. Our programme of *International Symposia* brings together national and international researchers in fora where they can enter into dialogue with senior policy makers and practitioners. We have held 5 such events: *HEA International Conference: Teaching in the LLS* (2012) with Swennen, (Vrije); *International Symposium on the Impact of Policy on the Professional Development of Teachers and Trainers in Vocational Education and Training* (2012) with Henriksson (Tampere), Niemeyer (Flensburg), and Kuijpers (Hague); *NEET International Symposium* (2013) with Neves (Porto) and Deuchar (West of Scotland); *Prevent International Symposium* (2013) with Vermeulen (Amsterdam), Ragazzi (Leiden), Berzyck (Amsterdam) and Gruner (Algoma); *The Role of Fiction in Aesthetics and Learning* with Hoggan (North Carolina State University), co-sponsored by BERA SIG. We combine institutional research conversations and public engagement through two public lectures each year. These have been presented by Professors Lauder, Skeggs, Billett, MacDonald, Apple, Willis, Gillborn, Pring, Mirza, Reay, Ball, Banks, Jarvis and Colley.

b3. New and developing initiatives

We are building on the success of our RAE 2008 strategy to support and encourage emerging researchers. This has led to significant progress for individuals and the UoA; the leaders of our three research groups have been awarded readerships since 2008, with Simmons and Thomas subsequently receiving professorships. We are investing heavily in expanding our research capacity and range by supporting emerging researchers in the area of early years, primary education and technology enhanced learning (TEL) through our Knowledge Exchange Research Groups (KER). The KERs of Early Years, Childhood, Youth and Community Research, led by Jones and TEL, led by Bennett reflect commitment to practitioner and professional development. KERs will in particular contribute to professional and practitioner development, and members of our

KER groups are already developing strong publication outputs. Jones' publications explore girls' historical experience of informal education, using the archives of The Youth Association (Wakefield), and the experience of detached youth work.

b4. Priority development areas – future strategy.

With the support and guidance of our International Advisory Board (IAB), SREC and CRLLSJ have mapped a forward strategy which builds on our current strengths and distinctive features, whilst also strengthening areas of proven demand for research and PGR study.

We will build on our tradition of critical policy analysis, exemplified by our leading role in the BERA PCLL SIG (Orr), and the impact of work on NEETS (Simmons, Russell, Thompson), workplace learning (Avis, Colley, Orr) and community cohesion (Thomas, Miah and Sanderson) to address national and international agendas. Our work on the post-compulsory sector addresses UK and European concerns with education's role in promoting smart and sustainable growth, and we will develop links with supra-national agencies such as CEDEFOP and the European Training Foundation to respond to the needs of user communities, and to strengthen the international platform for our findings. The strength of our work on social cohesion and the prevention of terrorism (Thomas) provides a foundation for addressing Horizon 2020's priority activity areas of building inclusive and secure societies, and we will pursue European funding options vigorously, developing international bids, for ESRC seminar series and projects in related areas, such as Thomas's work with Vermeulen (Amsterdam) and Gruner (Algoma) on Prevent policy.

We will continue to engage with national debates on issues such as NEETs and social cohesion, whilst exploiting our potential in the increasingly significant area of Early Years education, where we have a potentially powerful group of researchers about to complete their doctorates, two of whom already have experience of funded research projects (e.g., MacMahon's collaboration with the National Children's Centre on Children's Centres and socially excluded families in Rochdale). We will explore the rich potential for international collaborative research into work-related learning processes provided by the VET project in China, and we have taken steps to transform our teaching and PGR strength in the field of TESOL through the appointment of Dr Susan Sheehan, a SIG treasurer in the British Association of Applied Linguistics (BAAL) who has substantial project development and management experience with the British Council.

At the same time, we will ensure that we maintain our close and productive links with our local and regional communities of users, such as schools, local authorities, VCOs and Early Years settings, by continuing to engage in high quality high impact commissions. We aim to become a regional knowledge hub working in partnership with local and regional government and will draw on the University's success and expertise in brokering such relationships. We aim to expand our partnership working on research projects with schools and colleges. Research in secondary education has secured funding for action research with local partners, and is widely applauded in local schools, and we will seek opportunities to expand this work.

The infrastructure to support these developments has been strengthened through the development of the KERs within the framework of CRLLSJ, and we will support the development of successful KERs into full research groups. SREC has sharpened the focus of its bidding group, with Colley as Chair, so as to be able to horizon scan more effectively for more substantial bidding opportunities, and this work will be supported by the work of our development officer, and a supportive peer review process delivered through a dedicated SharePoint site. The peer review and mentoring process will maintain our trajectory of increasing volume and quality of output.

c. People, including: 1.1 Staffing strategy and staff development

Our strategies relating to staff have allowed us to: double the size of our REF entry since RAE 2008; attract outstanding researchers in lifelong learning to Huddersfield (Profs Colley & Tett, Drs Atkins & Russell); promote established researchers for leadership succession planning (Orr as Reader, Simmons, Thomas, Jarvis as Professors), and develop a substantial layer of emerging and early career researchers (ECRs) for future growth and sustainability.

This has been achieved through specific strategies to promote a thriving research culture throughout the School, which we aim to strengthen going forwards. These include: mentoring: informal mentoring of ECRs by research leaders is embedded in this culture, and is supporting ECRs in peer-reviewed publication, writing grant proposals and participation in service such as leadership of BERA SIGs, doctoral examining and journal refereeing. We are introducing a formal programme for all ECRs to have a leading researcher as mentor.

Annual Residential three-day writing workshops are an innovative feature of the School's

research culture, enabling staff to have concentrated time and space to develop their publications with the support of professorial researchers. We are now investing in two residential per year (£40k p.a.); the University also offers termly residential which School staff can access.

Doctoral supervision: We use a team-based approach to doctoral supervision in order to mentor newer supervisors and expand our supervision capacity as rapidly and effectively as possible. We are gearing the recruitment of PGRs to our priority research topics in order to increase the coherence of our research culture and output.

These specific strategies are underpinned by on-going support for staff to develop their research activities, informed by the Concordat and Vitae. The School provides generous support to all staff to present at research conferences (over 175 papers since 2008) and for travel to undertake collaborative research in the UK and overseas (£23k p.a.). Annual appraisals for all staff include detailed plans and targets for research in the following year. Leadership succession planning includes new professors Simmons and Thomas being appointed respectively as Deputy Director of Research and Deputy Director of Graduate Education.

c1.3. Equal Opportunity

The University of Huddersfield was granted the HR Excellence in Research Award by the European Commission in 2011 in recognition of our alignment with the Concordat and the European Charter for Researchers. Our Concordat Steering Group oversees an action plan for research development, and reports directly to the University's Senior Management Team. This has led to a current application for the Athena SWAN Bronze Award.

We use the results of national surveys CROS and PIRLS to benchmark our staff development across all four domains of the Vitae framework. Our staff development committee includes staff at all career stages, and operates in line with best practice for equal opportunity. Staff are regularly informed about the REF process, and have clear opportunities to discuss their ambitions with regard to REF submission, to identify targets and to obtain support for achieving these.

We have equal numbers of male and female professors, and women are involved in the leadership of the CRLLSJ and of all its research groups and KERs. In particular, our targeted research areas for future development – early years, technology-enhanced learning, and TESOL – are led by women and offer opportunities for significant numbers of emerging female researchers. Our black and minority ethnic staff are also developing in research, including Miah (submitted as ECR), Ashmore (Chair of School Equalities Committee and PGR Pastoral Tutor).

c1.5. Quality and Integrity

Ethics and Integrity are addressed throughout the research process. Bids, and PGR research proposals are peer-reviewed for quality, ethics and integrity through the Ethics and Integrity sub-committee of SREC. In exceptional circumstances matters are referred to the University's Research Integrity Committee. The quality of our publications is maintained through peer review by unit members. We encourage PGRs to write independently supported by their supervisors but when members of staff write with PGRs, drawing upon the latter's research, the PGR will be the first author (as with Hua, Harris, and Ollin).

c2. Research students Promoting excellent postgraduate research is central to the University of Huddersfield's research strategy for Education. We consistently outperform the overall sector in the Postgraduate Research Experience Survey (PRES), increasing our scores on all individual items in the 2013 PRES, and striving to maintain and extend this lead. Since 2008, our PGR numbers have grown from 46 to 76.5 current FTEs - a total of 124 students. 53% are female; 34% are black or minority ethnic; and 16% are international, from Bahrain, Jamaica, Jordan, Kuwait, Libya, Mauritius, Nigeria, Pakistan, Sudan, Syria, Thailand, and Zimbabwe. 95 of our PGRs are full-time professionals in schools, further education, higher education, youth and community work and human resource development, studying part-time for MA by Research, PhD or a professional doctorate (EdD). They provide an important interface between our research community, our regional partners such as HUDCETT, and wider practitioner communities. In this way we make a vital contribution to research capacity-building across a range of educational sectors. Our PGR strategy is helping to develop both critical mass and excellence in our prioritised research areas through a strategy of recruiting students to research these topics, thus facilitating closer collaboration with staff and other students.

All doctoral students undertake a weekly taught programme of four modules on research methods training, delivered by the School's leading researchers. A University *Code of Practice for Postgraduate Research Degrees*, complemented by School-specific guidelines, assures the quality

of PGR provision; regular supervisor training sessions are run by the University; and the School runs a PGCert in HE (Research Supervision) for new supervisors. Each student has at least two supervisors, at least one of whom has a minimum of two successful doctoral completions. Students' progress and key milestones (research proposal and annual progress reports) are recorded in electronic supervision logs, ASIS records and personal development plans, and is carefully monitored by the supervisory team, the School's Director of Graduate Education (DGE) and its Research and Enterprise Committee (SREC), as well as the University's Research and Enterprise Directorate. Vivas are held for annual progress reports, and mock vivas are held for PGRs who have submitted their thesis, to prepare students thoroughly for their final examination. Excellent facilities are provided to support PGRs (see section d. on infrastructure below). A fortnightly PGR Support Forum is led by students, supported by the DGE, Deputy DGE and two PGR tutors. This includes a lively programme of: research presentations by PGRs, staff, and national and international guest speakers; networking events with PGRs from other disciplines; research skills workshops (e.g. doctoral writing, conference applications and presentations); and less formal peer support discussions. This is supported by up to £2,500 per year from the University's Intellectual Climate Fund. PGRs present papers and posters in the School's annual Research Conference and the University's annual Research Festival, providing them with opportunities to contribute to and learn from the broad research culture of the institution.

d. Income, infrastructure and facilities

Generous conference funding ensures that all staff engage with their national and international communities of practice. New academics are supported to attend conferences on a developmental basis, without presenting. We have committed £155,660 to fund staff doctorates. Staff are also granted investment funds to pursue strategically important research. The University supports research activity in the UoA through the *URF (University Research Fund)*, allocated on the basis of competitive bidding from across the University. Thomas's work on *Prevent* (see Impact), Orr's involvement in a project led by Avis and Fisher and the *E2E* project (entry to employment) were all supported by direct university investment. The latter led to grants from the Leverhulme Trust and Joseph Rowntree Foundation. The CRLLSJ and BDO support has been funded by the *URF*.

The UoA has generated approximately £462,000 in research grant and contract income since 2008. This includes the Leverhulme project (Simmons, Thompson and Russell) and other successful high impact bids (Thomas). We have strong long-term research relationships with user communities in West Yorkshire and Greater Manchester which have generated funding for policy evaluation and action research approaches. Thomas's funded research on Prevent with Rochdale and Kirklees LAs led to his House of Commons oral presentation to the CLG Select Committee in December 2009. In collaboration with colleagues in the School of Human and Health Sciences Thomas is involved in an evaluation of Prevent implementation in West Yorkshire and the Home Office-funded evaluation of Prevent by the Youth Justice Board. He is currently PI on a funded, action-research based evaluation of community cohesion work in Kirklees, and joint PI (with Dr Busher, HHS) on a mixed methods investigation of attitudes towards ethnic mixing and political protest in predominantly white areas of Kirklees and Calderdale LAs. In addition, reflecting our on-going commitment to CPD in schools, funding has been gained to support a number of school based action research projects (see for example *The Dewsbury Learning Trust, Progress report* September 2012, p16-18). Jarvis was invited to be a member of the Kirklees Children's Trust which enabling her to broker the exchange of research expertise between the University and the region by enabling academics to present findings to the Trust and by undertaking research on behalf of Children and Young People's Services, such as that into parental choice. Jones was funded by The Youth Association to evaluate its YSDF programme.

PGRs: The Unit has invested £120,850, in prioritising recruitment of excellent PGR students, both from our own outstanding graduates through the Vice-Chancellor's Scholarship Programme, and through scholarships for other international and national students. PGR students attend University and School induction events. The University's PGR Charter guarantees FT students a fully networked desktop computer and office accommodation in a dedicated study room. PGRs can access hardware (laptops, audio/video recorders, transcription equipment) and software (SPSS and NVIVO) resources free of charge. The Graduate School provides individual additional language support for students whose first language is not English, and the opportunity for all PGRs to learn another language. A fortnightly, student-led PGR Support Forum is facilitated by the DGE, Deputy DGE and two PGR tutors, and includes: research presentations by PGRs, staff, and guest

speakers; networking events with PGRs from other disciplines; skills workshops (e.g. doctoral writing, conference applications and presentations); and less formal peer support discussions. At least two sessions per term are held in the evening or Saturdays to enable PT PGRs to attend. We encourage PGRs, through training courses, other UoA's seminars and inter-disciplinary research centres (such as the Academy for British and Irish Studies), to look beyond the boundaries of their chosen discipline. This is supported by up to £2,500 per year from the University's Intellectual Climate Fund. PGRs present papers and posters in the UoA's annual Research Conference and the University's annual Research Festival, providing them with opportunities to contribute to and learn from the broad research culture of the institution. The University's Researcher Development Fund offers all non-staff PGRs £500 for external conference attendance and £500 for networking visits per year. PGRs also have access to a wide range of employability and skills training provided centrally, including a programme on teaching in HE, plus opportunities to teach within the Unit. Opened in 2012 the University's £2.6 million 'Researcher Hub' co-ordinates and hosts Graduate School activities such as a weekly writing group, and careers drop-in service with a specialist adviser and employability resources for PGRs (exemplar CVs, job applications etc.). The UoA's DGE, Staff Development Manager and PGR Administrator regularly inform PGRs about external seminars and training events organised by ESRC, BERA, VITAE etc. PGRs participate in our residential writing workshops, and have opportunities to engage in teaching and research assistant work. They also have elected representatives on the UoA's REC, School Teaching and Learning Committee and Equalities Committee. PGRs have access to excellent research material through an extensive range of journals and books held in the library, as well as electronic databases. There are specialist collections such as International Education; Popular Culture and Education; Learning for Life; and a curriculum related document archive that provides original source material.

e. Collaboration or contribution to the discipline or research base Collaboration with international and national partners is a central feature of our research culture as exemplified through the range of invited lectures and seminars given. Avis has been invited to present his work at the University of Mumbai (2008); the Zakhir Husain Centre for Educational Studies, Jawaharlal Nehru University (2008); Institute of Management Technology, Ghaziabad (2008); The University of Lucknow (2008); The University of Calcutta, (2008); Albert-Ludwig University of Freiburg (2011); School of Education, University of Alberta (2012); OISE, the University of Toronto (2012). Colley has been visiting Professor at the University of Toronto since 2010; was international guest lecturer at the University of Valle D'Aosta in 2012; delivered keynote lectures at *Annual SERA Conference* (2011) and *Higher Education Conference on Vocational Education and Training* (Duisburg-Essen, 2013); and convened two keynote symposia at *BERA Annual Conference* (2010, 2012), the latter selected by BERA to constitute its invited session at the *American Educational Research Association Annual Conference* (2013). Jarvis was invited to lead an international virtual panel on fiction and film at *10th International Conference on Transformative Learning* (2012), to give a public lecture on Public Pedagogy, Fiction and Transformative Learning at Mount St. Vincent University, Nova Scotia (2012) and to lead a seminar on progression opportunities at the *Lifelong Learning Progression Conference* in Leeds (2009). Simmons made keynote addresses at *National NEET Conference* (2012) and *Westminster Employers and Education Conference* (2011); was an invited participant in the cross-national symposium of post-compulsory education, University of Stirling (2010) and an invited participant with Thompson in a keynote symposium at BERA (2008); He also commented on NEET young people, education and labour markets for BBC radio (2010, 2011, 2012, 2013). Tett presented her work at the EU Learning Partnership 'BASKET' Seminar, German Institute for Adult Education (2012) and gave keynote addresses at two NIACE conferences (2009, 2012), UNESCO conference on 'Reaching the Marginalised', Edinburgh (2010), EUCEN conference in Graz (2012) and the Austrian Government's conference on literacy (2013).

Unit members serve on the editorial boards of leading journals in their field. *International Studies in the Sociology of Education*, *Journal of Critical Education Policy Studies*, *Journal of Education and Learning*, *Journal of Education and Work*, *Journal of Education Policy*, *Journal of Vocational Education and Training* (Editorship 2008-12), *British Journal of Sociology of Education*, *British Journal of Guidance and Counselling*, *Journal of Further and Higher Education*, *Research in Post-Compulsory Education*, *Studies in the Education of Adults*, *Ethnography and Education*. We have reviewed for more than 20 Journals in the field. Members have been invited to undertake guest editorships, including, Avis, [Globalisation, Societies and Education](#), 10(1) 2012 *Global*

Reconstructions of Vocational Education and Training published as an edited collection (November 2013); Colley (with Benozzo), *Journal of Workplace Learning* 24(5) 2012 *Emotion and learning in the workplace: critical perspectives*, and (with Neimeyer) a special double issue of *JVET* on gender and vocational education; Simmons and Thompson *Research in Post-Compulsory Education*, 18(1/2) 2013 *Reclaiming the Disengaged? Critical Perspectives on Young People not in Education, Employment or Training*. Tett is currently editing a special issue of *Studies in the Education of Adults* with Merrill on 'accessing higher education'.

Additionally, we are engaged in a range of collaborative developments – joint research and publications. Avis has written with Bathmaker (University of Birmingham): *Research in Post-Compulsory Education* (2009) and *Discourse* (2013). He was a core member of the ESRC seminar series which led to the *Reframing Educational Research: Resisting the 'what works' agenda* (2013). Avis, Fisher and Simmons worked with Canning and Morgan-Klein (University of Stirling) producing outputs for the *Journal of Vocational Education and Training* (2011); *Educational Research* (2012); *Scottish Review of Education* (2012), *Challenges to Teacher Education in Difficult Economic Times (Chapter, 2013)*. Colley worked with Seddon (Monash), Henriksson (Tampere), Niemeier (Flensburg), Lingard (Queensland), Bathmaker (Birmingham) and James (Cardiff) on the *BERA Keynote symposia* (2010, 2012), which was selected by BERA to constitute its invited session at the *American Educational Research Association Annual Conference* (2013). Tobbell has collaborated with O'Donnell (University of West of Scotland) on various publications.

Unit members (Colley, Jarvis, Orr, Simmons, Thomas, Thompson) contributed to our **International Symposia** discussed in section b2. Finally, the "PCET Consortium" illustrates collaborative relations between the UoA, Consortium and researchers in FE colleges, designed to produce research which feeds directly into practice.

The work and expertise of unit members has been recognised in various ways. Since 2008, members have been invited to externally examine 23 home PhDs, (e.g. at Birmingham, Leicester, Newcastle, Nottingham Trent) 8 International PhDs (Ballarat; University of Tarnakata, University of British Columbia; Otago; University of Coleraine; University of South Australia; National University of Ireland; Monash University), and 25 EdDs (e.g. at Nottingham, Stirling, Sheffield, Exeter, Sheffield Hallam, MMU). Colley's paper "Not learning in the workplace: austerity and the shattering of illusion in public service work" (*Journal of Workplace Learning*) was a Highly Commended Award Winner at the Literati Network Awards for Excellence 2013. Simmons regularly contributes to BBC radio on NEETs, education and labour markets (2010, 2011, 2012) and with Thompson was awarded the Ian Martin Prize for Social Justice at the SCUTREA conference (2012). Thompson's *Social Class and participation in FE: Evidence from the Youth Cohort Study of England and Wales*, was selected for Reay and Vincent's *BJSE Virtual special issue: Theorising social class and education* which has also been published as a book. Thomas' book, *Youth, Multiculturalism and Community Cohesion* (Palgrave Macmillan, 2011), was shortlisted for the 2012 British Sociological Association Philip Abrams Prize. He was an expert witness to the House of Commons Communities and Local Government Select Committee Inquiry into Preventing Violent Extremism, December 2009 and is a regular media contributor, having appeared on *Newsnight*, and in the *Financial Times*. Orr was co-convenor of BERA's Post-Compulsory and Lifelong Learning SIG (2008-2013); a member of the expert committee to inform the government's Vocational Pedagogy and Adult Education; Tett was chair of the Scottish Government's Adult Literacies 2020 working group on professional development from 2011-2013. She was on the Scientific Committee for the Conference on Non-traditional students in Higher Education, University of Algarve, Faro, Portugal in 2013. 'Jarvis is a member of the Education and Training Foundation's Practitioner Committee for the Development of Professional Standards for Teachers and Trainers in England; the Teaching Agency Expert Panel on Masters Scholarships; membership secretary of the Standing Conference of University Teachers and Researchers in the Education of Adults; and the University Association for Lifelong Learning Research Committee. The pedagogical impact of her research on teaching using fiction and popular culture was recognised through the award of a National Teaching Fellowship in 2010. Russell is a member of the organising team for the 2012 Oxford Ethnography and Education conference. In 2013 we won the AGCAS research award for *The Employability Challenge, Skills for Life*, a research project carried out in partnership with *Guangdong Polytechnic Normal University* to explore the competencies employers in both countries expect of graduates.