

<p>Institution: University of Strathclyde</p>
<p>Unit of Assessment: 25 Education</p>
<p>a. Overview</p> <p>UoA25 is the submitting unit for the School of Education and associated staff in the School of Psychological Sciences, schools in the University's Faculty of Humanities & Social Sciences. The mission of the Education UoA at the University of Strathclyde is to make a positive difference in people's lives through education in its widest interpretation, in line with the University Strategic Plan to research, teach and be of benefit to society.</p> <p>Education at Strathclyde produces quality world class research focused on four main overlapping themes with national and international relevance:</p> <ol style="list-style-type: none"> 1. Teachers and Teacher Education 2. Learning, Teaching and Curriculum Policy 3. Equity, Diversity and Social Justice 4. Children and Childhood <p>All academic and research staff are aligned to one of these themes, each with a theme leader and a programme of activity supported by the University. Our research strategy promotes institutional priorities by using our high quality research to actively engage with users, in order to make our research outputs and knowledge accessible and relevant to the widest possible audience. To achieve this, we have consolidated our research identity around our key research areas, described in detail below. We have made substantial strategic investments in our research capability, including: significant investments in the estate; funding of professorial posts to bring in established research leaders from the UK and the wider world; and support for developing research capacity for researchers and research students. This investment is enabling us to make significant developments in educational research in the UK by increasing our interdisciplinary research, international collaborations, research funding and postgraduate completions.</p>
<p>b. Research strategy</p> <p>RAE 2008 judged UoA 45's research strategy to be strong, with good facilities and considerable investment in staff and infrastructure. Particular highlights noted were the substantial increase in research income and in the sources from which funding had been secured; good facilities and support for PGR study; the achievement of ESRC recognition for research training; and the high number of doctoral awards per staff FTE. Although there was evidence of considerable research activity there was less evidence of a coherent research structure. The overall small number of PGR students funded through RC studentships was noted as a potential threat to the 'long-term future of the discipline'. The then Faculty of Education's thinking was that the RAE 2008 exercise confirmed the suspicion that our policy of encouraging <i>all</i> to try to produce academic output and exhorting all to target higher quality outlets was in need of refinement: we needed capacity-building and sustainability policies, to ensure the continued health of education research, but we also needed to consider the requirements of the new REF. The need for more use of quantitative methodologies and the constitution of Education Research as a part of Social Science were also issues for further development.</p> <p>The restructuring of the University in 2010 resulted in the former Faculty of Education becoming the School of Education in the Faculty of Humanities and Social Sciences (HaSS). Alongside this restructuring came the strategic redeployment of former Faculty of Education staff, submitted in 2008, to cognate schools in the new HaSS Faculty. Based on two cognate schools, the Education UoA is now more focused, integrated, and has a smaller number of cognate academic staff.</p> <p>This restructuring provided the impetus for a sharpening of the focus of research activity on four key areas of research excellence in education, to develop more collaborative and interdisciplinary working, and to extend external partnerships. This has enabled the UoA to deepen its strengths in and engagement with educational research issues and to broaden this to work synergistically with cognate educational areas in other Schools. Key, explicit structures in our strategy include:</p> <ul style="list-style-type: none"> • A defined core of research-active staff; • Four recently formed research groups, each with a project development plan, a schedule of meetings/lectures/workshops, an identified leader and a small budget; • Liaison with the Faculty's Vice-Dean for Research/Knowledge Exchange and the administrative units that support the VD to learn of opportunities for collaborative

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projects and funding sources;

- Capitalising on the inherent synergies between research, teaching and knowledge exchange to which Education, as a field of practice, is open;
- Integrating external stakeholders in the shaping of our research priorities.

Thus, we have built on the new strategy in order to strengthen our position as a leader in educational research, reflected on and developed our local, national and international research goals, and sharpened our focus in the key areas of our four research themes. The improving international significance of our research is evident in the increased number of our publications in international peer-reviewed journals, citations of our work globally, our increased participation in international research networks, our increased invitations to give keynote lectures at international conferences, our increased international postgraduate student successes, and over £3.5M in external research income over the REF period.

Synergy between research, teaching and knowledge exchange:

Education research at the University of Strathclyde is concerned with the practice-linked discipline of Education and draws from a range of relevant disciplinary traditions in the social sciences, including sociology, educational psychology, policy analysis and the philosophy of education, which inform its methods and findings. It engages critically with these disciplines to enhance theoretically grounded, methodologically diverse, rigorous and evidence-informed understandings of education in its relationships with society. We recognise education as a multidisciplinary area of study that interrogates a wide range of contemporary social, economic, cultural and political issues in both formal and informal settings, and throughout the life-course. Our position as the largest provider of teacher education in Scotland and one of the largest in Europe places us in a unique situation of being able to immediately connect our research with our pre-service and in-service teaching with a wide range of educational practitioners. The UoA has been called upon by the Scottish Government for educational research into, for example, issues related to literacy achievement (Ellis), promotion of Gaelic language (McPake) and diversification of the teaching profession (Smyth). We have been sought by international institutions across Europe and in Canada, Australia and Japan as a partner in research projects.

Integrating external stakeholders in the shaping of our research priorities:

Stakeholders from the General Teaching Council for Scotland, the Scottish Government, local authorities, the teaching unions and relevant charitable organisations are included as appropriate in the management and advisory groups of our research projects. This further operates as a mechanism for dissemination and subsequent impact of our research. The current political climate in Scotland provides clear opportunities for growth in educational research with international impact. As the country contemplates a referendum on independence in late 2014, there is global interest in the country's identity and the unique nature of its education system. Education at Strathclyde contributed to the development and implementation of educational reforms such as *Teaching Scotland's Future*, the *Revised Professional Standards for Teachers* and the extension of the *Curriculum for Excellence* which are dynamic contemporary contexts for research that privilege user-engagement. Research within the Teachers and Teacher Education theme is critiquing the policy documentation related to these reforms and undertaking empirical research with teachers on the impact of change on their professional lives (Carse, Kennedy, Sosu). Research within the Learning, Teaching and Curriculum Policy theme is interrogating the impact of curricular changes (Bryce, Christie).

Capitalising on new infrastructure changes that aid growth in cross-disciplinary research:

The restructuring of the University in 2010 resulted in the former Faculty of Education becoming the School of Education in the Faculty of Humanities and Social Sciences (HaSS). The university places great emphasis on interdisciplinarity as a way of addressing academic and social questions and the Schools of Education and Psychological Sciences & Health both benefit from and significantly contribute to this approach through collaborative research with each other and with other disciplines including Business, Law, and Engineering. The structural relocation of staff in the School of Education, who in July 2012 moved from the Jordanhill campus of the University of Strathclyde to be co-located in Glasgow city centre with the rest of the University, has enabled us

to increase our interdisciplinary research. This has enhanced conceptual understanding across disciplines and increased routes for dissemination of our research. Interdisciplinary work is recognised as having a core role, fostered by the University's Bridging the Gap funding schemes, successfully utilised as recent starting points by staff in Education working with Engineering and Business. A focus is placed on considering relationships between education and its broader social, political and economic contexts and so the four research themes in Education identified in the Overview and discussed below are a response to the wider context of Education and are applied and taken up at local, national and international level in relation to policy and practice.

The University of Strathclyde has established itself as a centre for 'useful learning'. The £89M investment in the Technology and Innovation Centre (TIC) represents the institutional commitment as a locus for collaborative co-production and co-design of useful research and knowledge within and outwith the academy. Education will contribute in the initial stages of the TIC through our collaborative work with the Business School on technology use with young children and our innovative collaboration with Engineering in the analysis of mother-infant interactions. The university commitment to public policy as evidenced in the investment in the Strathclyde International Public Policy Institute (SIPPI) will provide opportunities for Education to continue to contribute and benefit from collaborative research in the field of educational policy.

Research Groupings in UoA 25 at Strathclyde:

In line with our strategy of synergy between research, teaching and knowledge exchange, the UoA's research themes are closely connected to the knowledge exchange strategy which engages with public agencies and third sector organisations involved with education internationally. This is in line with the University strategy to connect high quality research to outcomes that have impact in contemporary society. The University strategy to grow strategic alliances with world class academic institutions and organisations with a global approach to research and knowledge exchange has led to support for UoA academics to disseminate their research internationally.

As mentioned in section a, our four research themes are Teachers and Teacher Education; Learning, Teaching & Curriculum Policy; Equity & Social Justice and Children & Childhood. Underpinning these themes is a strong emphasis on collaboration and cross-disciplinary working throughout in ensuring effective and useful research, in addressing social and academic questions, and planning for high impact from the research outcomes, as evidenced in our impact case studies. The themes cover the following topics:

Teachers and Teacher Education - The theme has a focus on teacher education and professional learning and higher education pedagogy.

Children and Childhood - This Education research theme is leading the development of a Faculty wide theme on Children. In education the theme is concerned with child development; childhood and technologies; philosophy with children; and philosophy of childhood.

Equity and Social Justice - This theme has a focus on issues around social class and poverty; responses to diversity in the classroom; inclusive education; bilingualism; and diversification of the teaching profession.

Learning, Teaching and Curriculum Policy - The theme connects with the aforementioned Strathclyde International Public Policy Institute (SIPPI) and focuses on adult learning, pedagogy and counselling.

Future Plans:

Over the coming period 2014-2019, the School of Education aims to continue to increase our world class publications and output, and the number of successful research bids to UK funding councils, charitable bodies and the EU. This will be supported by staff engagement in University and Faculty initiatives in addition to external networking. We will continue to increase the number of our PGR students particularly where externally funded through, for example, our membership of the education pathway of the ESRC funded Scottish Graduate School of Social Science. The roll out of aforementioned educational reforms will influence the future development of our research strategy. With the opening of the Technology and Innovation Centre (TIC) on the campus in late 2014, the School of Education is engaged in planning for full participation in the multi-disciplinary and external opportunities provided by the TIC. Our work with children's use of technologies, often neglected in technology planning, and our focus on educational technology will form specific engagements with the TIC. The university's commitment to public policy has resulted in the recent creation of the Strathclyde International Public Policy Institute (SIPPI) which will provide

opportunities for Education to contribute to and benefit from collaborative research in this area, and specifically an educational and social policy theme. The Models of University-Schools Engagement (MUSE) project funded by RCUK and led by Education at Strathclyde was the only project in Scotland to receive funding from RCUK for School-University Partnership Initiative projects. This gives us a key role in developing public engagement with schools and local communities, specifically for the University but also as a UK-wide model. MUSE operates via the current Vertically Integrated Project model used in the University to engage academic staff and students at all levels in research, and will expand this model to schools and communities. Thus MUSE also serves the purpose of mentoring and research capacity building within the UoA.

Our main research objectives for the 5 years following this submission are triggered by the EU, UN and OECD aims to improve education provision and teacher-education provision, and make both fit-for-purpose for the 21st Century.

1. Deliberation on decision-making in educational policy and its effects on schools and classrooms.
2. Developing seamless synergies between research, teaching and knowledge exchange.
3. Enhancing the individual research profiles of staff members who seek to improve the educational enterprise through adding to the knowledge base and refining educational insights.
4. Providing world-class leadership and scholarship in teacher-education.
5. Securing external funding to support research activity.
6. Developing and strengthening partnerships between local authority personnel, staff in schools and the University.
7. Extending the distinctive voice of Education at Strathclyde to wider national and international society.

The activities which will promote the achievement of these objectives include a collegiate, inclusive approach to formal and informal research mentoring, active participation in at least one of the four research groupings, involvement in the School Education Research Forum, and engagement in University-wide Research Development Opportunities. Strategic use of research budgets, management of teaching to allow time for research, university funding and involvement in bidding for research grants will ensure our objectives are met.

Monitoring of our research objectives is through University and Faculty level Research committees and at a local level through the Education Research Forum.

c. People

In order to maximise the opportunities for benefiting from our research strategy, extensive new investments have been made in staffing to increase research quality and capacity. The REF period has seen the appointment of two new Professors, two new Readers and five new Lecturers. This is alongside internal promotions and replacement staff. The School's and University's mentoring programmes, along with the University career development programme (SPIRAL), are available to staff at all career stages and have enabled staff promotions and ECR publication.

i. Staffing strategy and staff development

Since 2008, there have been significant changes in the UoA submission, associated with the institutional restructuring. Senior research staff have been appointed in the research themes of Teachers and Teacher Education (McNally) and Equity, Diversity and Social Justice (Santoro and McPake). New ECR staff have been appointed in the research themes of Children and Childhood, and Learning, Teaching and Curriculum Policy.

Two new Readers have been appointed leading on Knowledge Exchange and ensuring impact forms part of all research development strategy and. Two new Professors have been appointed, including securing the appointment of Professor Ninetta Santoro from Charles Sturt University Australia in 2013 as a new Chair in the School with a specific remit for research capacity building. Professor Santoro has established publication support groups for early and mid-career researchers. Professor James McNally was appointed to lead on research in teacher education. We currently have a visiting Professor, Koichi Negayama from Waseda University Japan, who contributes significantly to the Children and Childhood research theme by working alongside staff to develop theoretical understandings of mother-infant interactions. We intend to appoint a Visiting Professor, Clea Schmidt, from the University of Manitoba for the year 2014-2015 to the Equity and

Social Justice theme and develop a large scale international bid around diversification of the teaching profession alongside Smyth and Santoro.

Funding is strategically used to support staff in attending targeted international research conferences which assists in dissemination of our work and international networking. In addition, internal and external funding has been won competitively to assist in reducing non-research time commitments, including Bridging the Gap funding to stimulate collaborative and innovative research, strategic development grants for targeted research projects and external fellowships.

Mentoring and development of staff at all career stages - Researcher development is an integral part of research strategy at Strathclyde which is applied in the UoA via both local and institutional programmes. Through investment in researcher development for postgraduate research students and early career research staff, the UoA aims to develop accomplished researchers who contribute to our research activity and prepare for future careers in research, academia and the wider educational field. School writers' support groups have been particularly important for part-time staff and those returning after periods of absence.

Within the Education UoA, each new and early career member of staff is mentored by more established colleagues, and offered support and guidance by the Head of School. This has resulted in publication and submission to high impact journals by all our Early Career Researchers (Arnott, Delafield-Butt, Carse, Sosu). Staff are supported to attend writers' retreats led by our experienced staff. These local initiatives are supplemented by the University's courses run by OSDU (the Organisational & Staff Development Unit) aimed at supporting research development on project management, time management and report writing.

Early Career Research staff are quickly immersed in a positive and supportive cross-theme research environment. Regular Education research meetings are complemented by high profile public lectures supported by the Strategic Fund, whereby leading international researchers in each of the research themes offer evening lectures open to the public. These are advertised internally and via our external collaborators, helping to keep educational research at Strathclyde at the forefront of our stakeholders' thinking.

All staff participate in the university's annual Accountability and Development Review (ADR) process, which covers research, as well as teaching and administrative responsibilities and identifies support approaches by the School and the Faculty to enable staff to work towards their agreed targets and aspirations. The School supports attendance at short residential writing retreats 2-3 times a year to support in writing academic and research output within a non-judgemental, cooperative environment. Workshops and discussion sessions are also held throughout the year in relation to grant applications, working towards specific applications aligned with the research strategy. An internal peer review panel provides constructive feedback for all staff in both outputs from research, especially in relation to journal writing, and on grant applications and this has led to successful publication and bids by Early and mid- Career Researchers.

Within the University, support is available for different stages of research development: the Strathclyde Programme in Leadership and Research (SPIRAL), launched in 2011 develops and strengthens leadership across research and KE from early years through to established researchers; end of contract support is offered to research staff where relevant by RKES; the Organisational and Staff Development Unit provides one-to-one training on request and provides personal and skills development courses.

In September 2011, the University achieved the EU HR Excellence Award demonstrating the implementation of the Career Development of Researchers Concordat. Reflecting its inclusive approach, the University achieved the Athena Swan Bronze Award in August 2011 recognizing that it has a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff. Within the UoA, 4 of the 9 submitting Professors are female and all of the submitting Readers are female. Within the REF period, 4 lecturers have been promoted to senior lecturer including 3 women, and two female Readers have been promoted to Professor.

In developing research projects and seeking grant funding, staff are supported by development programmes offered by the university's Research and Knowledge Exchange Service (RKES) and the Faculty's Research & KE Team (RaKET) – see section d for more details on their specific support to the UoA.

This decision by the faculty management team to form RaKET in 2010 has ensured consistent high quality administrative support to academic and research staff in the UoA, and also provides a conduit for two way discussion and dissemination relating to Research and Knowledge Exchange

policy and strategy development between schools and faculty. Standards of research quality and integrity are maintained through the School Ethics Committee. This committee, consisting of key senior research staff, early career researchers and nominated PGR students scrutinises all research projects by staff and students within the School and provides advice on guidelines for informed consent and adherence to University and BERA ethical guidelines. Thus the committee also has a role to play in researcher development. The Education Research Forum, which meets fortnightly, serves a number of functions which include an informal mentoring system to supplement the formal mentoring available for early and mid-career research staff. It offers opportunities for networking and developing new collaborations as well as a platform for staff to share their research findings. Innovative activity within the forum has included reading groups and data fairs. The forum meetings also provide opportunities for each of the themes to present research development in their area and to discuss research proposals and collaborative writing. Staff from other UoAs also attend our forum meetings, assisting in the development of interdisciplinary collaboration.

ii. Research students

We identified the importance of the Scottish Graduate School of Social Science (SGS Soc-Sci) to enhance provision for our PGR students and joined a successful collaborative bid, with three other institutions, to become part of the Education pathway of the ESRC Doctoral Training Centre in Scotland. As a member of the Education pathway in the SGS Soc-Sci Doctoral Training Centre, PGR students in the UoA have benefited from the opportunity to participate in advanced doctoral training provided by the four participating institutions (Strathclyde, Glasgow, Stirling and Edinburgh). Students from Strathclyde have attended the SGS Soc-Sci Summer School and advanced training in use of secondary data sets. The knowledge thus gained has contributed to post doctoral fellowship applications from Strathclyde graduates. Professor Smyth is a member of the Education Pathway steering group and participates in the review of applications for DTC studentships.

As part of the School and University’s continuing commitment to enhancing the doctoral research experience, all students by 2015 will have the opportunity to engage with external agencies relevant to their studies, and be offered an opportunity for international development as part of their studies. For PGR students in Education this will involve opportunities to work with local and national government bodies, professional associations and charitable organisations including the Scottish Refugee Council, the Poverty Alliance and Roma-Net.

Table 1: Disaggregated total of doctoral awards per year

	2008-09	2009-10	2010-11	2011-12	2012-13	Grand Total
Professional Doctorates	1	8	4	1	4	18
PhD	5	4	6	7	5	27
Total	6	12	10	8	9	45

Many of our PGR students are themselves education professionals, studying for professional doctorates (EdD) and this enhances the vitality of the research environment by enabling discussion of research among practitioners. Within Strathclyde, research students in UoA 25 are themselves part of a collaborative support environment, benefitting from the state of the art facilities provided in the Humanities & Social Sciences Graduate School. This provides dedicated support services for each student and has led to the formation of a lively and active postgraduate research community, with considerable sharing of experience within the doctoral student population. Interdisciplinary working is a daily part of our students’ lives in this new environment. Postgraduate students have considerable influence on how the community works in practice, and in the first year have generated a media strategy with social networking sites to keep in touch with all stakeholders. Our research environment for postgraduate students ensures that PGR students in Education at Strathclyde graduate as discipline specialists with high levels of transferable skills. The Faculty-wide Graduate School provides a training programme for core generic and transferrable skills accessible to all doctoral students (along with Masters PG Taught students). It also provides a standardised review process to develop regular monitoring of performance and needs, with an annual review being supported by School-based support when needed on a more frequent basis. Relationships between research students and other academic researchers are maintained through

the monthly graduate school seminar series, which includes presentation from students. This enables Education PGR students to engage in interdisciplinary discussion of their work from an early stage. Education PGR students are supported to present at international conferences and publish their work with their supervisors, enabling their development as individual academics. The professional doctorate in education (EdD) programme in the School of Education is predominantly followed by part-time students who are teachers or lecturers. These students require particular support in order to be successful as early career researchers and the Faculty Graduate School pays special attention to their needs in planning programmes of activity.

Innovative practice at Strathclyde comes via the Vertically Integrated Projects (VIP's), multidisciplinary research projects led by senior academics and populated by both Postgraduate and undergraduate students, a model originally developed at Georgia Tech. In an extension of this model, the MUSE (Models of University-Schools Engagement) project (RCUK funded) at Strathclyde is involving secondary school pupils in ongoing research activity. Further engagement of undergraduate students in the research programme is via internal and externally funded internships. In 2013, the University of Strathclyde secured the majority (33%) of the one hundred available Carnegie Undergraduate Vacation Scholarships, with one of these coming to the School of Education. Education at Strathclyde continues to attract increasing numbers of international PGR students. Funding from the Scottish Government's International Development Fund will develop a Masters in Primary Education course in Malawi. The award also includes funding for three PhD students to enhance University-sector research into primary teaching in the strategically important areas of literacy, numeracy and environmental sustainability. We currently host visiting students from China and India funded by their respective governments as outstanding doctoral students and connected to our Teachers and Teacher Education (with Kennedy) and Equity and Social Justice (with Smyth) research themes.

d. Income, infrastructure and facilities

The £29M investment by the University in the new facilities for the Faculty of Humanities and Social Sciences has included the provision of dedicated space for the School of Education and for its associated centres: the Centre for Lifelong Learning, the Autism Network Scotland, the Scottish Centre for Information on Language Teaching (SCILT), and the Confucius Institute for Scotland's Schools in one city centre based campus. This has substantially increased opportunities for interdisciplinary work around research in areas where this already existed, and has fostered new collaborations. This increased interdisciplinary working has already resulted in successful cross faculty and intra faculty collaborations.

These investments contributed to the University of Strathclyde being awarded the Times Higher Education University of the Year 2012 - 13. The opening of the Confucius Institute within the School of Education was specifically mentioned in the awarding of this accolade to the University. The Institute builds on the University's long-standing research and teaching collaborations with numerous Chinese universities. Smyth and Santoro were both invited as keynote speakers to the First Global Teacher Education Summit held in Beijing Normal University in 2011.

The University's Research Knowledge Exchange Committee provides policy and strategy for research, commercialisation and knowledge exchange. At Faculty level, RaKET supports staff in finding funding opportunities, costing and submitting proposals, recruiting research staff and developing research networks both internally and externally. Its KE arm assists with the planning and running of dissemination events such as conferences and seminar series and supports development and delivery of research based CPD and consultancy. It also manages a robust Faculty-level ethics process and has developed a series of events highlighting Faculty, University and external schemes and resources available to support R&KE. Its sister Planning and Resources team provides support for financial and resourcing matters once Research and Knowledge Exchange contracts have been won.

The Faculty strategic fund has awarded £57,225 to projects in UoA 25 to explore Pupil Voice in the Professional Development of Beginning Science Teachers; Masculinities in Primary Teacher Education in Scotland and Human Rights Education; and the Curriculum for Excellence. Bridging the Gap (BtG) is designed to support the development of cross-faculty research collaborations within the University of Strathclyde. Within the REF period to date, BtG funding totalling £51,247 has been made to projects which include staff in UoA 25. These have been collaborations with colleagues from Sociology, Psychology, Geography, Journalism and Social Work on topics of Mobile Technologies in Education; Barriers to Participation in PE in Schools; Use of Social

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Networks to Support Education; Improving Adolescents Health and Medicine Use; and Replication and Inter-professional Collaboration.

Funding has come from national and international awards; research councils; local and national government; charitable trusts; and third sector agencies. The funding bodies include ESRC; AHRC; Spencer Foundation USA; British Academy; Scottish Government; Welsh Government; the British Psychological Society; British Association for Counselling and Psychotherapy (BACP), Greater Glasgow and Clyde NHS; Chief Scientist Office Scotland; Bòrd na Gàidhlig; Esmee Fairbairn Foundation; The Robertson Trust; Department for International Development; and the Higher Education Academy. In order to maximise successful funding bids, staff in the UoA are encouraged and supported to attend internal and external funding workshops (EU; ESRC; AHRC). The consolidation of the four research themes outlined in section a is enabling targeted bids which generate grant income. The UoA's strategy for future research funding is to expand the number of principal and chief investigators through mentoring and to focus on a wider portfolio of international agencies and to this end the Faculty funded staff to visit Washington to meet with the World Bank and USAid to discuss future funding priorities. Smyth will co-convene a WERA International Research Network (UK, Canada, Norway) on Intersectionality, Methodologies, and Knowledge Mobilization in Research for Social Justice in Education.

e. Collaboration or contribution to the discipline or research base

Staff in the UoA engage nationally and internationally to ensure our research has impact. Cooper, Marwick, Smyth, Wilson and Woolfson are members of the peer review college of the ESRC and international funding applications have been reviewed on behalf of the Marsden Fund (New Zealand) – Marwick; European Science Foundation - Woolfson; Qatar National Research Fund - Maclellan; UK National Institute for Health Research (NIHR) Evaluation, Trials and Studies Coordinating Centre's College of Experts - McCartney; Social Sciences and Humanities Research Council of Canada and Australian Research Council – Santoro.

Education at Strathclyde is proud of its long, continuing and developing international collaborations across the globe, which have resulted in co-writing, co-researching and co-developing funding bids with researchers in Europe, Asia, America, Africa and Australasia in addition to providing consultancy internationally. Several staff have positions as Visiting Professors internationally (McPake, Moscardini, Santoro, Smyth). Delafield-Butt has been awarded the Japan Society for the Promotion of Science Fellowship, 2013. We receive numerous international delegations as a result of our prestigious teacher education, including a recent delegation from Nanjing Normal University as part of the work of the Faculty's new Strathclyde China Institute.

As a result of our close liaison with stakeholders and our focus on research which makes a difference, our advice is frequently sought by official and professional bodies, including Scottish Government (Cooper, Ellis, Moscardini); Bòrd na Gàidhlig (McPake); Scottish Qualifications Authority (McNaughton); and the General Teaching Council for Scotland (Smyth)

Staff at Strathclyde are centrally involved in committee work to advance educational research through the Universities Committee for the Education of Teachers (UCET), the World Education Research Association (WERA), the Association for Teacher Education in Europe (ATEE), the European Educational Research Association (EERA), the British Educational Research Association (BERA), and the Scottish Educational Research Association (SERA).

Our expertise in Educational research has been recognised internationally with requests for Doctoral examining outside the UK: Smyth, Christie, MacLellan. Undertaking international doctoral examining sharpens the supervision and research development of our students. More locally, staff in UoA 25 co-supervise PGR students in Sociology, Geography, Law, and Computer and Information Sciences.

Staff have editorial responsibilities for the European Journal of Teacher Education (Smyth) and the Asia-Pacific Journal of Teacher Education (Santoro). Our research has led to significant invited international keynote lectures including: Smyth - Australian Teacher Education Association; Canadian Society for the Study of Education; Global Teacher Education Summit (GTES); Christie - World Education Research Association; and Santoro - GTES. These in turn have led to invitations to collaborate and requests from international students to study at Strathclyde.