Institution: University of the West of Scotland (UWS)

Unit of Assessment (UoA): 25 - Education

a. Overview

The overall focus of UoA 25 within UWS is vocational - statutory schooling, informal community-based practice and tertiary training. This overview describes the trajectory of our research activity from RAE 2008 onwards, and is reflected in the emergence of Research Centres and related sub-themes. The foci include social exclusion, values and citizenship and Higher Education. Our submission to the Education UoA comprises 14 academic staff (4 Professors, 1 Reader, 2 Senior Lecturers and 7 Lecturers), who are mostly located within the School of Education, but with one Lecturer from the School of Social Sciences and one from the School of Science also included due to the educational focus of their research output. Within the RAE 2008 Education Unit of Assessment, UWS achieved a considerable degree of success. Of the outputs assessed, 10 per cent were rated 4*; 30 per cent rated 3*; 35 per cent rated 2*; and 20 per cent rated 1*. Five academics were submitted. UWS's Strategic Plan 2008-2015 highlighted the University's overarching aim to become an academic institution with a reputation for national and international excellence. Accordingly, the School of Education aimed to gradually increase the overall number of staff achieving REF-returnable work, as well as enhancing opportunities for external research collaboration. The outcomes from the School's reorientation within the context of the feedback from RAE 2008 and the strategic goals of the University can be seen in the sections below.

b. Research strategy

Immediately following the feedback received from RAE 2008, staff development and support with research was strengthened. Staff within the School who did not have research degrees were encouraged to take MPhil or PhDs; three members of staff progressed (Barrett, Paton, Miller). (see also section [c: ii], below). The School also applied the University policy of recruiting staff possessing Doctoral degrees. A series of 'novice researcher' workshops and visiting external guest speaker seminars were implemented throughout 2009-10. In the autumn of 2010, two new Professors (Ross Deuchar and Henry Maitles) were appointed. Deuchar initially continued with the organisation of internal and external guest seminar speakers while also launching a series of writing workshops to support new and developing researchers (see section [c], below). Subsequently, some new innovations began to emerge, as follows:

(1) The founding of the Institute for Youth and Community Research: Early in 2011, a new research network emerged, focused on 'Youth, Social Justice and Inclusive Education', and led by Deuchar. A sum of £6000 was secured from the University Strategic Development Fund to widen and strengthen the work of the network, and used to fund the organisation of a 2-day national conference on 'Youth in Crisis and Community Interventions', February 2012. The conference attracted over 100 delegates, from academic, policy and practice contexts. The funding was also used to enable colleagues to collaborate on a small-scale research project. The success of the network subsequently led on to the founding of the Institute for Youth and Community Research in 2012, directed by Deuchar and involving the participation of 8 full-time academic staff, 7 research students and 10 associate members. Colleagues located within the Institute engage in innovative, applied research and in knowledge transfer activities, working with a wide range of external bodies in Scotland (eg. Police Scotland and a range of voluntary and public sector agencies), Europe (eg. the Universities of Porto, Bologna, Iceland and Laurea) and the wider world (eg. the University of Cincinnati, USA and Edith Cowan University, Australia). Specifically, the Institute's research is structured around two pillars: firstly, the 'Centre for Youth Crime, Justice and Deterrence Research'- applied research in gang culture, policing of youth violence and impact of imprisonment on young offenders; and secondly the 'Centre for Participation, Inclusion and Collaboration'. In 2013, members of the Centre for Youth Crime, Justice and Deterrence Research were invited to present a series of seminars within the Scottish Government: Community Safety Unit. The Institute has already secured funding from the Carnegie Trust, Healthy Valleys, the Scottish Institute for Policing Research and the Scottish Violence Reduction Unit and applications have recently been submitted to ESRC, Youthlink Scotland, the Scottish Government and the Nuffield Foundation.

(2) The founding of the Centre of Excellence in Education: Following the appointment of a new Director of Research (Rowena Murray) within the School in early 2013, The Centre has adopted 'educational community' as a research theme. Existing research activities in the

School, including philosophies of education, early years development, teacher education, community education, academia, languages, minorities, values and citizenship and widening access, are key areas of focus. The aim of the Centre is to increase research activity in the form of increased academic connectedness, increased volume of publications, increased funding applications, recruitment of research students and organisation of research student seminars. The aim over the coming years is to progress towards creating business cases for new Research Centres in Early Years, Higher Education and Languages Education. As at the end of 2013, the Centre's membership comprises 20 full time academic staff, 8 research students and 6 associate members. Staff in the Centre have secured funding from Council in Europe/EU and currently bids have been submitted and being prepared for ESRC, Daiwa Foundation, HEA, Save the Children, Society for Educational Studies.

As the School of Education continues to engage in research capacity-building, the work of staff submitted to REF 2014 falls under three overarching sub-themes embedded within the Institute and Centre. In addition, among those staff who are not being entered for REF 2014 but who are actively publishing there are a number of subsidiary emerging themes:

Sub-theme 1: *Marginalisation, Exclusion and Community*
The body of work within this sub-theme focused on the exclusion of children, young people and adults within contemporary society; discipline and punishment; and developing participation, community and human flourishing. The collective work has been published in a range of high impact international journals. **Deuchar** and **Holligan's** work, which has been funded by the British Academy and the Carnegie Trust (and is the focus for our first impact case study), contributes 'real world' insights into the way in which marginalised young people's involvement in gang violence and sectarianism both builds and depletes social capital, and the extent to and ways in which they accumulate alternative forms of support through social and educational interventions. In a three-year longitudinal study funded by the then Department of Education and Skills, **Pirrie** has examined the experiences of young people who have been permanently excluded. **Graham** has explored the ways in which female coaching students encounter gendered experiences in Higher Education. **Miller's** research funded by the ESRC explores participation in formal and informal literacies for learning and assessment and the processes of curriculum making and student participation in educational contexts. **Cross** examines the differing understandings and performances associated with 'participation' among children in primary schools, and how they conceptualise community through engaging in clubs and associations (drawing on funding from the University of Glasgow's Adam Smith Fellowship scheme). **Pirrie** has researched the problematic notion of 'authority'. **Terras's** work examines self-esteem and psycho-social adjustment in relation to children with dyslexia (drawing on funding from the Scottish Executive Chief Scientist Office), and the impact of transitions on the sense of inclusion experienced by children with additional support needs. With funding from the Nuffield Foundation and British Academy, **Murray** has explored communities of research practice. **Pirrie** has published on the epistemology of social research, while **Coburn** has also published on issues of community through her focus on youth work as a border-crossing pedagogy and the impact of specialised community youth services on young people with experience of domestic abuse. Further research proposals within this sub-theme are currently being created, targeted at both research councils and charities.

Sub-theme 2: *Values and Citizenship*
This sub-theme draws upon the diverse nature of young people's values and aspects of the contemporary curriculum, democratic participation, social and cultural tolerance and political literacy. Publications by **Matemba** explore the values that underpin the reform of Religious and Moral Education curricula in Scotland and Malawi, while **Day's** work has focused on socio-scientific issues within the secondary school curriculum. With funding from the Holocaust Educational Trust and Pears Foundation, **Cowan and Maitles** have explored the relationship between learning about the Holocaust and the development of positive citizenship values (the focus for our second impact case study). In addition, **Maitles'** published work focuses on exploring the nature and impact of education for citizenship on young people's political literacy in both primary and secondary schools.

Sub-theme 3: *Understanding Research Capacity*
This research sub-theme involves not only developing research capacity but also developing understanding of the components of research capacity and exploring how this develops through life histories. The theme links to other work in the School on the importance of community **(Holligan, Murray, Pirrie, Coburn).** The focus of the work in this sub-theme is research cultures in the discipline of Education, in the life histories of academics **(Holligan)** and exploring the experiences of early career researchers and those making the transition from practice-based to research active roles (**Murray, O'Donnell**). The work has benefited from funding by the British Academy, Carnegie Trust and Nuffield Foundation and is published in esteemed education and Higher Education journals, and further research proposals (DAIWA, ESRC) are under consideration to develop the work further.

Additional Published Work and Sub-themes
In addition to the REF-returnable outputs referred to within the three sub-themes listed above, there are other areas of research that colleagues are actively publishing that have potential to extend the scope and reach of the above sub-themes. **Ellis'** joint project with the Universities of Stirling and Strathclyde has focused on examining active learning pedagogies in the primary school, and her joint work with **McKechan** has explored the potential of multi-touch technology for promoting collaborative learning in schools. With funding from East Dunbartonshire Council, Edgerton has examined pupils' perceptions of the physical learning environments in schools and their impact on knowledge outcomes. **Grant's** work has explored the benefits that cross-sector moderation has produced and has drawn on social capital as a lens to explore the external educational influences on young people. With funding from Bòrd na Gàidhlig and the Scottish Funding Council, **Milligan** has examined the nature and impact of Gaelic education in Scotland. Building on earlier work, **Smith** has developed a body of work which explores the nature of Scottish teacher education in the 21st Century and has produced on the Albanian education system as part of the Council of Europe/European Union Project Against Corruption in Albania. Published work by **Daniels** examines the exclusionary practices that mature women learners experience in vocational education contexts. **Giraud-Johnstone** has conducted research on the use of non-language visiting scholars to teach students about social discontent in France and the benefits arising from work placements abroad. **Mohammed** has published on the experiences of and challenges faced by bilingual teachers in Scotland. And the concept of community is examined within the context of teacher collaboration as a means of engaging actively in aspects of policy and practice in published work by **Barrett.**

c. People, including:
  i.   Staffing strategy and staff development
Following a period of restructuring in 2009, since 2010 the School of Education has appointed 4 Professors (Deuchar, Maitles, Holligan and Murray) with strong internationally recognised publications records. In addition, 3 new Senior Lecturers have been appointed as well as 9 new Lecturers, all of whom are research active and many are being returned in REF 2014. Several other existing colleagues also have strong research profiles while others are beginning to publish regularly. The recruitment strategy within the School is that all appointees need to possess a PhD (or be near to PhD completion). Senior managers within the School intend to prepare a business case during academic session 2013-14 for a new Centre in Higher Education, involving recruitment of a Professor and Research Fellow to add to the current research active Senior Lecturer and 1.5 Lecturers in the area. Similar business cases are planned for 2015-16 in the areas of Early Education and Languages. The School profile comprises a number of secondees/fixed term contracts to ensure up to date workplace knowledge. The School encourage all secondees to become involved in research activity. As a means of staff development in terms of building further capacity for engaging in academic writing and publishing, a new series of writers' workshops was launched in 2011. The writers' workshops enabled both early career and developing researchers to refine their writing through both interaction with other writers and reflection on their own emerging processes. The sessions were highly successful in terms of the outputs that emerged as a result. In 2013, following the appointment of Professor Rowena Murray, writing retreats were regularly organised for colleagues. Several early career researchers and more experienced researchers have returned from the retreats with completed papers that were subsequently submitted to peer-reviewed journals. Thus, several early career and developing researchers (such as

Barrett, Coburn, McKechan and Mohammed) have benefited from the implementation of seminars, writing workshops and retreats as a means of enabling them to publish during the assessment period. The use of the Strategic Development Fund budget described in section (b) above also enabled one early career researcher and several PhD students to engage in a small-scale research project exploring the impact of youth work on marginalised young people and to subsequently write up the findings in a joint paper which was later submitted to (and currently under consideration by) a peer-reviewed journal. In addition, throughout 2013 a series of seminars was designed and organised by the research students from across the Institute and Centre of Excellence (outlined in section [b]), providing an important means of capacity-building through fostering interdisciplinary synergies across the PhD student and early career researcher population.

ii.   **Research students**

The recruitment of research students was identified as a key target within the University and the School from 2006 onwards. From the initial recruitment, one full-time PhD student (van-Peperstraten), three part-time PhD students (McGreer, White and Weston) and one part-time MPhil student (Harvey-Paterson) became registered within the School of Education. Of these, Weston completed in 2009, while van Peperstraten, White, McGreer and Harvey-Paterson completed in 2010. From 2009, those academic colleagues within the School of Education without higher research degrees were actively encouraged to undertake one (see section [b] above). Of these, Paton's Doctoral thesis has recently been examined and she is currently working on minor amendments. Also in 2009, four additional internally-funded PhD studentships were secured. Of these, Rydzewska is expected to complete at the end of 2013, and Miller at the beginning of 2014. Between 2010-2013, the School recruited an additional 12 full-time and 5 part-time PhD students. The work of these research students is seen as an integral part of the growing body of work within the sub-themes outlined earlier, and the students are fully integrated into the Institute and Centre outlined in section (b) above. Indeed, several were actively involved in supporting the organisation of the national 'Youth in Crisis' conference in February 2012, and the launch event for the Institute for Youth and Community Research in November 2012. The students attend meetings of the Research Institute and Centre, and organised a seminar series during 2013 (see section [c: i] above).

From 2008 onwards, colleagues who were intending to supervise research students were encouraged to undertake and complete a PG Certificate in Research Degrees Supervision as a means of strengthening the School's research degree supervisory capacity. Two staff (Holligan, Cowan) have since completed the course and have subsequently become part of supervision teams, with others currently registered. All research students have a Director of Studies (principal supervisor) and a second supervisor. Provision is made for expansion of the supervisory team, should this be necessary. The intention is to build supervisory capacity by enabling staff to work in a collaborative way, ensuring that students have access to a range of theoretical and methodological sources. In 2012/13 a cross-University Graduate School was established to increase engagement with and between students and to encourage an agenda of engagement with other Graduate Schools across Scotland and beyond. A rich training programme is provided for research students, organised centrally by the University, and including contributions by a wide range of academics. There are University-wide policies designed to ensure monitoring of progress (including transfer from MPhil to PhD). The review of progress includes a Personal Development Planning (PDP) component designed to promote the acquisition of transferable skills, in addition to the specialist knowledge acquired through in-depth study of the Doctoral topic. Students are given financial support via the Innovation and Research Office (IRO) within the University and additional support from the research accounts allocated to the Institute and Centre within the School to enable them to attend external conferences and events. For example, Rydzewska was supported to present a paper at the European Conference on Educational Research (ECER) in 2010, 2011 and 2012, resulting in two papers published in peer-reviewed journals; both Hunter and Adams attended and presented papers at the Stockholm Criminology Symposium in 2013; and both Henderson and Riaz attended and presented at the Children's Identity and Citizenship in Europe (CiCE) conference in Lisbon in 2013. Several others have attended and presented at national conferences within the UK, and early in 2013 two students (Hunter and Adams) presented at

an invited seminar at the Scottish Government's Community Safety Unit alongside two of the Professors (Deuchar and Holligan).

d. Income, infrastructure and facilities

Income: The total external research income within the School of Education in the RAE 2008 period was £177,036. Total research income over the period between RAE 2008 and session 2012-2013 was £348,000. The moderate but healthy growth in external research income during this current period was achieved through the design of a critical mass of focused grant applications around specified themes, and through the investment in Professorial appointments.

Awards: In 2008, **Pirrie** carried over a grant of £193,790 from a previous institution for the DCSF project on 'outcomes for pupils excluded from PRUs and special schools'. **Holligan** won a grant of £20,000 from the Western Consortium to evaluate the SQH project, while **Cowan** acquired small grants of £7,000 from the Holocaust Educational Trust and £2,400 from the Pears Foundation to conduct evaluations of pupil and teacher impact of the Lessons from Auschwitz Project in Scotland in collaboration with the University of Strathclyde; she also acquired £700 from the Carnegie Trust for a review of Holocaust Education in Fife Council. Further, **Holligan** acquired £1,160 from the British Academy to carry out research with **Deuchar** on sectarianism among young people in the West of Scotland. In 2009, **Grant** won a grant of £2,500 from the Carnegie Trust to investigate emerging practice in integrating nurseries in the West of Scotland, and **Pirrie** acquired £1,021 from Carnegie Trust to examine the reconciliation of formal knowledge in teacher and lawyer education progammes. In 2010, **Holligan** secured £1,350 from the Carnegie Trust to conduct research into the ways in which productive academics acquire their research, **Smith** acquired £10,000 (Council of Europe/EU funding through a GTCS contract) to conduct research on the Albanian education system within the Council of Europe/EU Project Against Corruption in Albania (PACA). In addition, **Deuchar** acquired £20,139 from the Childcare Aberlour Trust to conduct research into the impact of streetwork on young people in deprived communities in Glasgow. **Giraud-Johnstone** was awarded £1,000 from Graduates for the 21st Century Development Award (G21C) for research on work-based learning abroad and **Grant** acquired transition funding of £30,000 from the Scottish Government to examine the use of moderation in schools within five local authorities in Scotland. In 2011, **Deuchar** secured a small grant from the Scottish Violence Reduction Unit (£300) to explore relationships between young people and police officers in the east end of Glasgow and also from the Carnegie Trust (£990) to explore the impact of focused deterrence strategies on reducing youth violence in Cincinnati, Ohio. Also in 2011, **Smith** received a further £2,500 to progress the PACA project further, **McKechan** acquired £4,947 from the Scottish Funding Council to explore the potential of multi-touch technology for promoting collaborative learning in schools, **Milligan** received £14,599 from Bord na Gaidhig to explore the benefits of establishing a national centre for Gaelic Medium ITE and CPD provision. Finally, **Grant** received £5,000 from the Scottish Funding Council to conduct Flickaphonic research. In 2012, **Smith** received a further £11,000 to conduct additional work on the PACA project, while **Milligan** received £8,964 from the Scottish Funding Council and £13,590 from the EACEA Lifelong Learning Programme to evaluate Gaelic Learners in the Primary School teacher education summer programme. Also, **McAuliffe** received £17,636 from Creative Scotland for a project looking at Developing Creative practice in Teacher Education, **Cross** received £5,732 from the Scottish Government for a joint project with the University of Stirling exploring the support that can be offered to more effectively involve service users in adult support and protection activity, **Coburn** received £1,800 from Carnegie Trust to examine the nature and impact of youth work in European settings as well as £10,250 from Grassroots Project at Healthy Valleys, while **Pirrie** received £4,819 from Scotland's Commissioner for Children and Young People to conduct a critical review of the literature on the links between poverty and attainment and **Giraud-Johnstone** acquired £1,250 from the Clydeunion Pump Project and £1,313 from Doosan Renfrew to review an in-company language training and French culture awareness project. In 2013, **Deuchar** acquired £10,752 from the Scottish Institute for Policing Research to work collaboratively with Glasgow Caledonian University in order to measure the impact of introducing the principles of procedural justice into police training programmes. In all of the above cases, the funding acquired led to high quality publications in prestigious journals and, in the case of **Deuchar,**

two sole-authored books (published in 2009 and 2013).

In terms of physical infrastructure, a research student room was established on the Ayr campus for research students, while similar provision was made for research students on the Hamilton campus and Paisley campus. These rooms contain desk-top computers for research students, and each student is also given his/her own laptop. Licences for research software (such as NVivo, SPSS) are available for research students and staff. In order to enhance the School's research infrastructure, two administrative assistants were appointed in February 2009 and the core responsibility of one of these posts has been to support the School's research activity. During whole School staff meetings and meetings of the Education Subject Development Group (SDG), research is a regular and prominent agenda item, and from 2010 onwards, the Director of Research has taken responsibility for organising regular liaison meetings with research students and supervisors in order to ensure open and transparent communication around issues related to research student support (for further information about support for research students, see section [c: ii] above). Ongoing support for research grant applications is provided centrally by staff in the Research and Innovation Office (IRO).

e. Collaboration or contribution to the discipline or research base

Research networks, interdisciplinarity and external collaborations

Holligan has worked with colleagues from the University of Leeds; he also hosted an international conference on 'Invisible Victims – The Impact of Imprisonment on Children' at UWS early in 2013. **O'Donnell** has a well-established national collaboration with Dr Jane Tobbell at Huddersfield University, which has resulted in a number of joint journal articles, conference papers and presentations. **Pirrie** has co-authored with a colleague at the University of Groningen in the Netherlands, gave a keynote at a day conference organised by the National Union of Teachers, London, in 2009 and an invited presentation at a seminar at the University of Stirling organised by the Society for Educational Studies. **McAuliffe** collaborated with the School of Creative and Cultural Industries within UWS to conduct research into the recurring problems associated with knowledge fragmentation and learning in isolation and exploring how creativity can be developed within emerging models of teacher education. They later organised a one-day conference in partnership with the Festival of Dangerous Ideas, based on the outcomes from the research which attracted over 100 delegates as well as several further sessions. **Deuchar** organised a national conference – 'Youth in Crisis and Community Interventions' – at UWS in February 2012, which attracted a wide range of academic and practice-based papers, while **Cross** actively collaborates with the Scottish Consortium for Learning Disability and is currently working towards establishing a learning disability service user research network.

Journal editorship, professional associations and impact

Smith is the current editor of the 'Scottish Educational Review', the main academic journal for the publication of educational research in Scotland. To date, this has involved the successful Editorship of six editions of the journal (May 2011 to November 2013). **Deuchar** is co-editor of the 'International Journal for School Disaffection'; he is also a regular reviewer for 'Criminology and Criminal Justice' and 'Journal of Youth Studies'. **Maitles** is a member of the editorial board for 'Educational Review', 'Genocide Studies and Prevention' and 'Journal for Critical Education Policy Studies' and was editor of 'Educational Review' during 2009-2010. **Cowan** was a member of the editorial board of 'Scottish Educational Review', 2008-2012, and regularly reviews articles for the 'Journal of Curriculum Studies' and the 'Journal of Modern Jewish Studies'. **Pirrie** is on the editorial board of the 'Scottish Educational Review', and is regularly asked to review to submissions in a range of other journals. **O'Donnell** acts as reviewer for the following journals: 'International Journal of Educational Research', 'Journal of Education and Learning', 'Psychology Learning and Teaching', 'Active Learning in Higher Education', 'Irish Educational Studies'. She is also a member of the editorial board of the 'Journal of Education and Learning'. **Smith** was also Section Editor for Section II, 'Policy and Provision in Scottish Education', in the 4th Edition of 'Scottish Education' (overall Editors T.G.K. Bryce, W.M. Humes, D. Gillies and A. Kennedy), published by Edinburgh University Press in July 2013. **McAuliffe** is a current a member of the editorial board of the journal 'Visual Inquiry: Learning and Teaching Art'. **Deuchar** was President of the Scottish Educational Research Association (SERA) between 2009-2011, while **Grant** is currently the Treasurer of this association.

Deuchar was a member of the British Educational Research Association (BERA) Council between 2009-2012, and European Educational Research Association (EERA) Council between 2010-2012. He is also currently a member of the ESRC peer-review college and is regularly invited to review ESRC proposals and act as rapporteur for those projects nearing completion. O'Donnell has also been an invited reviewer for a research grant application to the British Academy, while **Grant** is co-convenor of the Educational Improvement and Quality assurance network within EERA. In 2010, **Deuchar** was runner-up for ESRC's Michael Young Prize in recognition of the impact his research on audiences beyond academia, while the research by **Cowan** and **Maitles** has had a recognised national and international impact on the delivery of Holocaust Education (for further details, see our two impact case studies).

Internationalisation
A good number of academic staff have been regular attendees/presenters at the European Conference for Educational Research and the Children's Identity and Citizenship in Europe (CiCE) conference. **Deuchar** was a visiting scholar at the School of Criminal Justice, University of Cincinnati (UC), USA, in both spring 2011 and spring 2012, at the University of Porto in summer 2011 and summer 2012 and at the University of Laurea, Finland in spring 2013. He has also given keynotes at international seminars and conferences at the Universities of Porto and Laurea, and at the Grundtvigs Hojskole, Hillerod, in Denmark. **Maitles** is currently President-elect of the Children's Identity and Citizenship in Europe (CiCe) Association and is on the executive committee of CiCe (an EU funded network of over 100 EU universities). He was also successful in a bid for private sector funding to run a seminar series on engagement with China (UWS, Strathclyde, Glasgow, Aberdeen and Edinburgh) involving Chinese and Scottish academics that took place in early November 2012. **Cowan** has collaborated with colleagues from Finland, Portugal and Israel on an international comparative study on 'Happiness in Teacher Education', and is the sole Scottish delegate on the Academic Working Group within the International Holocaust Remembrance Alliance. **Cowan** is also a member of Children's Identity and Citizenship in Europe (CiCe), and was a Trustee of the (UK) Holocaust Memorial Day Trust (2005-2011). **Murray** is currently an Adjunct Professor at Swinburne University, Melbourne, and also works closely with the Australian National University, Osaka University and the International Hospitality and Tourism Research Programme on international research projects and on developing research capacity. The School of Education has also paid host to a visiting scholar from the University of Porto on two occasions, who delivered research seminars and worked on a collaborative proposal for and international summer school. **Pirrie** has given keynotes at international colloquia on Philosophy of Education in Tilos, Greece, in 2011, 2012 and 2013, and in 2011 was invited to give a presentation at a two-day seminar organised by the Centro Initiativa Democratica degli Insegnanti (CIDI), Cagliari, Sardinia. Since 2010, **Smith** has been involved in major external research consultancy for the Council of Europe/European Union. The work has involved the Project Against Corruption in Albania (PACA) and wider work on 'Ethics and Integrity for the Quality of Education Systems' at European level. In July 2009, **D McAuliffe** was joint convenor (with **Dr L McAuliffe**) of the European Affective Education Network's (EAEN) International Conference on Creativity and Emotional Wellbeing and later co-edited a special issue of the 'International Online Journal of Learning and Teaching In Higher Education' in July 2011; he also regularly organises a series of 'Artist Teacher' international seminars at the Gallery of Modern Art Glasgow, which involves academic presentations from the USA, Sweden, Finland, Ireland and the UK. In 2012, **McAuliffe** also led a conference on Contemporary Art in Education and its relevance to Curriculum for Excellence as part of the Glasgow International Festival of Visual Art. **Holligan** will deliver papers in 2013 at the European University of Cyprus, and (along with **Deuchar**) at the annual conference of the American Association of Criminology in Atlanta, Georgia. Finally, **Grant** is part of an international collaborative research project looking at leadership and quality of education with colleagues from Spain, Mexico, Israel, Latvia, Germany, USA and Chile.