



Centre for Research in Education Inclusion and Diversity



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# CREID ANNUAL REPORT

2004 & 2005

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# The Work of the Centre

The Centre for Research in Education Inclusion and Diversity was launched in November 2004. CREID's research focuses on policy and practice in the field of social inclusion and equality, with a particular emphasis on the experiences of people at the margins. Since its inception, CREID has attracted a considerable amount of research income from a diverse range of funders, and is working in partnership with other universities, public bodies, the voluntary sector and service user groups. We are particularly pleased to be receiving core funding from the NSPCC. A number of high profile seminars and conferences have been organised, sponsored by the Scottish Executive, the Disability Rights Commission and the ESRC. In addition, a research briefings publications series has been developed. We now employ a Director, Deputy Director, four Research Fellows and an administrator.

## Our Research Themes

CREID's current research is grouped within the following themes:

### **(1) Education and Social Inclusion**

Projects focus on provision for children with additional support needs, including those at risk of school exclusion. Initiatives aimed at enhancing school ethos, such as the Scottish Executive's restorative practices programme, are being evaluated. We have also investigated advice and information services for children with additional support needs and their parents.

#### *Future Plans:*

- The impact of the new additional support for learning legislation, including the Additional Support Needs Tribunal.
- Understanding children's experience of discipline regimes at home and at school

### **(2) Integrated Children's Services**

We are developing a strand of work which explores the development of children's policy in different parts of the UK, with particular reference to safeguarding and protecting children. This work is supported by funding from the major UK children's organisation, the NSPCC.

#### *Future Plans:*

- The development of children's policy in different parts of the UK in the context of devolution.
- Children protection in different sectors, including sport.

### **(3) Lifelong Learning**

Projects focus on the experiences and outcomes of disabled students in higher education, the development of literacies in SMEs and European lifelong learning policy.

#### *Future Plans:*

- Transitions from higher education to employment by disabled students.
- Lifelong learning policy and practice across Europe
- Lifelong learning for workers within small to medium sized enterprises

### **(4) Equalities and Public Policy**

A series of ESRC funded seminars have explored principles of equality, the implementation of equalities policies in the context of devolution and implications of policy developments for particular fields e.g. higher education. Work has also been undertaken on the gender balance in teaching and equalities in employment policies in Scottish FE Colleges. We are also undertaking research for the ESRC and the Scottish Parliament on disabled people's access to direct payments and for Communities Scotland on Regeneration Outcome Agreements.

#### *Future Plans:*

- The impact of the new equalities agenda in the light of the establishment of the Commission for Equality and Human Rights.

# The Team

## **Professor Sheila Riddell: Director**

Sheila has worked at the University of Edinburgh since October 2003 and was previously Director of the Strathclyde Centre for Disability Research at the University of Glasgow. Sheila's research interests include education policy, additional support needs, equalities and lifelong learning.

## **Dr Anne Stafford: Deputy Director**

Anne has worked at CREID since September 2004, and was previously Deputy Director of the Centre for the Child and Society, University of Glasgow. Before moving into higher education, Anne worked for many years for the voluntary organisation Children First. Anne's research interests are in the broad area of child protection and children's rights, and she is undertaking a number of pieces of work for the NSPCC.

## **Dr Elisabet Weedon: Research Fellow**

Joining CREID in May 2004, Elisabet previously worked for the Open University and at Perth College and was involved with research and degree development for UHI Millennium Institute. Elisabet has a particular interest in lifelong learning and is the lead researcher on the ESRC TLRP project investigating experiences and outcomes of disabled students in higher education.

## **Linda Ahlgren: Research Fellow**

After working in a number of education and social care posts in Sweden, Linda moved to Scotland and undertook a degree in Psychology at Glasgow University. Joining CREID in October 2005, Linda is working on a project exploring workplace learning in SMEs (small to medium sized enterprises).

## **Judith Litjens: Research Fellow**

Judith undertook an MSc in European and Comparative Public Policy At Edinburgh University, before taking up a research post in the Department of Higher and Community Education looking at innovative approaches to undergraduate teaching. She joined CREID in September 2005, and is working on a five year project looking at lifelong learning policies across Europe.

## **Jane Mulderrig: Research Fellow**

After completing her PhD at Lancaster University, Jane began working at CREID in January 2006. She is an expert in critical discourse analysis, and is contributing to a number of projects including developing work on child protection in sport.

## **Catherine Burns: Administrator**

Catherine joined CREID in March 2004. Before coming to CREID, she worked as an HR Analyst at the Royal Bank of Scotland. She is involved with developing and maintaining administrative infrastructures for the Centre including budgets, publicity materials and event organisation.



L-R: Elisabet, Sheila, Anne and Catherine.  
Photograph taken at the launch of CREID on 4th November 2004.

# CREID's Projects

## Recently Completed Projects

### Disability and Employment in Scotland: A Review of the Evidence Base

**Funder:** Scottish Executive

**Summary:** The central aims of this research review were to identify and discuss the evidence that is available through research and statistical data sources on the employment position of disabled people; to highlight where evidence is available, the role played by policy interventions to facilitate and promote labour market participation by disabled people; and to identify gaps in the current research base.

### Public Policy, Equality & Diversity: A Seminar Series

**Funder:** ESRC

**Summary:** In light of the European Union's equal treatment principles and a new focus on mainstreaming equality, this seminar series focused on the implementation of equality policies in different policy arenas and in different parts of the UK.

### The Treatment of Equalities in Regeneration Outcome Agreements

**Funder:** Communities Scotland

**Summary:** The project considered the extent to which Regeneration Outcome Agreements in Scotland take account of equality issues by formulating a mainstreaming equality policies, developing projects with a view to meeting the needs of specific equality groups, engaging with equality groups in the community and explicitly setting up monitoring processes to consider the outcomes for particular groups.

### Gender Balance of the Teaching Workforce in Publicly Funded Schools

**Funder:** Scottish Executive

**Summary:** This research set out to investigate the nature of the gender balance in Scottish publicly funded schools, the underlying reasons for the growing imbalance and possible courses of action which might be taken to ensure greater diversity amongst the teaching workforce.

### Evaluation of ENQUIRE, the Scottish Advisory Service for Additional Support for Learning

**Funder:** Scottish Executive

**Summary:** This project had two phases, each addressed in a separate report. Firstly, there was an evaluation of the services provided by Enquire. A second report then addressed the future profile of the national advice and information service for additional support needs in Scotland in the light of forthcoming legislative changes.

### Equality and Diversity in the Further Education Workforce

**Funder:** SFEU

**Summary:** CREID were commissioned to conduct a study on equality and diversity in the Further Education workforce in Scotland. Following the European Employment Directives, organisations such as FE colleges have/will have new duties to ensure that they do not discriminate against their staff on six grounds (gender, race, disability, age, sexual orientation and religion/belief). This research broke important new ground in terms of identifying how FE colleges are currently monitoring equality in relation to staff employment and the uses to which these data are being put. It also investigated knowledge and awareness of equality issues amongst staff in colleges.

## Ongoing Projects

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### The Implementation of Direct Payments for People who use Care Services

**Funder:** Scottish Parliament

**Summary:** The over-arching aim of the research is to evaluate the implementation of direct payments policy in Scotland. It will review the impact of the Community Care and Health (Scotland) Act 2002, identify why some people choose not to take up direct payments and examine differences in uptake between different client groups. Finally, it will identify good practice as well as barriers to effective implementation of the direct payments scheme by local authorities and support organisations.

### Disabled People and Direct Payments: A UK Comparative Study

**Funder:** ESRC

**Summary:** This is a four country (UK) study of a relatively new and radical form of welfare provision, direct payments, conducted by leading centres for disability research in England and Scotland. The research explores national and local variations in the implementation of direct payments, and the power relations that underpin these differences.

### Enhancing the Quality and Outcomes of Disabled Students' Learning in Higher Education

**Funder:** TLRP ESRC

**Summary:** The aim of this project is to understand how disabled students' academic performance and experience of teaching, learning and assessment varies by disability, subject studied and by type of institution, how this experience develops during the course and how their learning outcomes compare with those of non-disabled students. In particular the study aims to uncover barriers to learning and good practice in relation to the implementation of the Disability Discrimination Act (DDA) Part 4, and to relate resourcing to the student experience. This is a collaborative project involving three other universities.

### Managing Progress: Realise (with Professor Lyn Tett)

**Funder:** EU, Objective 3

**Summary:** Managing Progress is led by Adam Smith College. Realise is one of the projects within Managing Progress and it is a collaborative study with Workers Educational Association (WEA) and Greater Pollok Development Corporation (GPDC). It aims to work with employers and employees in SMEs to develop literacies skills especially for those that have had limited earlier educational opportunities.

### Towards a Lifelong Learning Society in Europe: The Contribution of the Education System (LL2010)

**Funder:** 6<sup>th</sup> Framework, EU

**Summary:** The project focuses on the contribution of the education system to the implementation of lifelong learning and its role as a potential agent of social integration in Europe. Its aims and objectives are to study the effect of country-specific institutions on access of adults to the education system and to assess the effectiveness of access policies and practices in different EU member, as well as in associated countries and their implications for the creation of European knowledge society.

## Ongoing Projects (cont.)

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### **Evaluation of the Scottish Pilot of Restorative Practices in School Settings (with Gwynedd Lloyd, Gillean McCluskey and Joan Stead)**

**Funder:** Scottish Executive

**Summary:** Restorative practices refers to a broad cluster of actions and interventions designed to encourage individuals who have infringed school discipline to take responsibility for their actions and make reparation for any damage they have caused. Three local authorities are piloting the use of restorative practices in schools. This research investigates the way in which each local authority is interpreting the concept of restorative practice and its impact on classroom interaction.

### **Other Projects CREID has been involved in include:**

- Quality and Equality in Higher Education
- Evaluation of the Discipline Task Group Recommendations: The Deployment of Additional Staff to Promote Positive School Discipline

# CREID's Funding



## Internal grants

1. College Development Fund
2. College Trust Fund Quality & Equality in Higher Education

## External grants

### *ESRC:*

1. Disabled People and Direct Payments: A UK Comparative Study (with Leeds University)
2. Enhancing the Quality and Outcomes of Disabled Students' Learning in Higher Education (with the University of Gloucestershire)
3. Public Policy, Equality & Diversity: A Seminar Series

### *The Scottish Executive:*

1. Disability and Employment in Scotland: A Review of the Evidence Base
2. Discipline Literature Review
3. Evaluation of ENQUIRE, the Scottish Advisory Service for Additional Support for Learning
4. Evaluation of the Scottish Pilot of Restorative Practices in School Settings
5. Gender Balance of the Teaching Workforce in Publicly Funded Schools
6. Literature Review Framework Agreement

### *Other Funders:*

1. BERA: Disabled Learners and Social Justice Seminar
2. Communities Scotland: The Treatment of Equalities in Regeneration Outcome Agreements
3. EU EQUAL: Managing Progress: Realise
4. EU Sixth Framework: Towards a Lifelong Learning Society in Europe: The Contribution of the Education System (LL2010)
5. NSPCC
6. Scottish Parliament: The Implementation of Direct Payments for People who use Care Services
7. SFEU: Equality and Diversity in the Further Education Workforce



*Please note some of these projects are ongoing*



# CREID's Events

## Recent Events



### **Public Policy, Equality & Diversity: A Seminar Series**

**Funder:** ESRC

**Date:** 18<sup>th</sup> February 2005, 10<sup>th</sup> June 2005 and 11<sup>th</sup> November 2005

**Summary:** In light of the European Union's equal treatment principles and a new focus on mainstreaming equality, this seminar series focuses on the implementation of equality policies in different policy arenas and in different parts of the UK.



*Seminar 1: Universal Principles of Equality: Implications for Different Groups*

*Seminar 2: Mainstreaming equality and diversity in different national contexts: implications for policy and practice*

*Seminar 3: Mainstreaming equality and diversity in particular settings and contexts*



### **Disabled Learners and Social Justice Seminar**

**Funder:** BERA

**Date:** 14<sup>th</sup> March 2005

**Summary:** Topics covered included interagency working, widening access to higher education and a Swedish comparative perspective.



### **Launch of the Centre for Research in Education Inclusion and Diversity (CREID)**

**Date:** 4<sup>th</sup> November 2004

**Summary:** The event formally launched CREID. It primarily focussed on the role of inclusion and diversity in education, with particular reference to the challenges it faced and the resulting research agenda.



### *Photographs of the speakers at CREID's launch*

Top to Bottom:

**Professor Pamela Munn**; Head of Moray House School of Education, University of Edinburgh

**Professor Vicki Bruce**; Head of College of Humanities & Social Science, University of Edinburgh

**Graham Donaldson**; Senior Chief Inspector of Education, HM Inspectorate of Education

**Professor Janet Finch**; Vice Chancellor, Keele University

**Heather Jones**; Head of Pupil Support & Inclusion, Scottish Executive

**Professor Sheila Riddell**; Director of CREID, University of Edinburgh



# CREID's Publications 2004-2005

## Books and externally published reports

Riddell, S., Ducklin, A., Ferrie, J., Stafford, A., Tett, L. and Winterton, M. (2005) *Gender Balance in the Teaching Workforce in Scotland* Edinburgh: Stationery Office.

Riddell, S., Tinklin, T. and Wilson, A (2005) *Disabled Students in Higher Education: Perspectives on Widening Access and Changing Policy* London: RoutledgeFalmer.

Riddell, S., Tinklin, T. and Banks, P. (2005) *Disability and Employment in Scotland: A Review of the Evidence Base Research Findings No. 15/2005* Edinburgh: Scottish Executive Social Research.

## Refereed Journal articles

Cogan, N., Riddell, S., and Mayes, G. (2005) 'The understanding and experiences of children affected by parental mental health problems: a qualitative study' *Qualitative Research in Psychology* 2: 1-20

Goodlad, R. and Riddell, S. (2005) 'Social justice and disabled people: principles and challenges' *Social Policy & Society* 4: 1, 45-54

Litjens, J. (2005) "The Europeanisation of Higher Education in the Netherlands" in *European Educational Research Journal*, Vol 4 No 3.

Pearson, C., Barnes, C., Jolly, D., Mercer, G. and Riddell, S. (2005) 'Promoting personal assistance in the UK: What's the problem with direct payments?' *Disability Studies Quarterly* 25 (1)

Riddell, S., Tinklin, T. and Wilson, A. (2005) 'New Labour, social justice and disabled students in higher education' *British Educational Research Journal* 31, 5, 623-643

Riddell, S., Pearson, C., Jolly, D., Barnes, C., Priestley, M. and Mercer, G. (2005) 'The development of direct payments in the UK: implications for social justice' *Social Policy & Society* 4, 1, 75-85

Riddell, S and Tett, L. (2004) 'New Community Schools and inter-agency working: assessing the effectiveness of social justice initiatives' *London Review of Education* 2, 3 219-228

Timmis, S., O'Leary, R. Weedon, E, Harrison, C. & Martin, K. 2004 Different shoes, same footprints?: a cross-disciplinary evaluation of students' online learning experiences - preliminary findings from the SOLE project. *Journal of Interactive Media*, 11

Tinklin, T., Riddell, S and Wilson, A. (2005) 'Support for students with mental health difficulties in higher education: the students' perspective' *British Journal of Guidance & Counselling* 33, 4, 495-512

Tinklin, T., Riddell, S and Wilson, A. (2004) 'Policy and provision for disabled students in higher education: the current state of play' *Studies in Higher Education* 29, 5, 637-659

## Publications (cont.)

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### Papers in books

Cogan, N. Riddell, S., and Mayes, G. (2004) Children living with mental health problems: Do young people adopt their parents' coping style? In Freidenberg, E. *Thriving, Surviving or Going Under: Coping with Everyday Lives* London: Information Age Publishing

Mulderrig, J (2005) "Critical Discourse Analysis in Educational Research: a study of New Labour", Anthony Green and Glenn Rikowski (eds.): *Marxism and Education: Renewing Dialogues Volume 1 - Opening the Dialogue* Palgrave Macmillan

Riddell, S (2005) 'Disability and socio-economic status' in Albrecht, G. et al (eds) *The Encyclopaedia of Disability* Thousand Oaks, London, New Delhi.

Riddell, S and Banks, P (2005) The Work Preparation Programme in the UK in Roulstone, A. and Barnes, C. (eds) *Working Futures?* Bristol: Policy Press.

Riddell, S. (1989, reprinted 2005) 'Pupils, resistance and gender codes: a study of classroom encounters' in Skelton, C. and Francis, B. (eds) *A Feminist Critique of Education* London: RoutledgeFalmer

Riddell, S., Tinklin, T. and Wilson, A. (2004) 'Disabled students in higher education: a reflection on research strategies and findings' in Barnes, C. and Mercer, G. (eds) *Disability Policy and Practice: Implementing the Social Model* Leeds: The Disability Press

Weedon, E. & Riddell, S. (2005) The variable learning experiences of students with dyslexia in higher education. *What difference a pedagogy makes: researching lifelong learning and teacher, Conference Proceedings Vol. 2, University of Stirling, 24-26 June 2005.*

### Short Publications

Riddell, S., Ducklin, A., Ferrie, J., Stafford, A., Tett, L. and Winterton, M. (2005) *Insight 24 Gender Balance in the Teaching Workforce in Scotland* Edinburgh: Stationery Office.

### Commissioned reports

Bricheno, P., Higgison, C. & Weedon, E. 2004 The impact of networked learning on education institutions. Available from <http://www.sfeuprojects.org.uk/inlei/>

Maguire, R. and Riddell, S. (2005) *The Treatment of Equalities in Draft Regeneration Outcome Agreements: Final Report to Communities Scotland* Edinburgh: University of Edinburgh

Munn, P., Riddell, S, Lloyd, G., Macleod, G., Stead, J., Kane, J. and Fairley, J. (2005) *Evaluation of the Discipline Task Group Recommendations : The Deployment of Additional Staff to Promote Positive School Discipline Final report to the Scottish Executive Education Department* Edinburgh: University of Edinburgh.

## Publications (cont.)

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Pearson, C., Riddell, S. and Watson, N. (2004) *The Use of Do Not Attempt Resuscitation: Notices in Scotland: Final Report to the Disability Rights Commission* Glasgow: University of Glasgow

Hill, M, Stafford, A, Seaman, P, Ross, N, Daniel , B, (2004) *Report of a Literature Review on Parenting and Resilience*. Report to the Joseph Rowntree Foundation

Riddell, S., Litjens, L., Ahlgren, L. and Weedon, E. (2005) *Equality and Diversity in the Further Education Workforce: Final Report to the Scottish Further Education Unit* Edinburgh: University of Edinburgh.

Riddell, S., Stafford, A., Maguire, R., Ahlgren, L. and Burns, C. (2005) *Evaluation of Enquire, the Scottish Advice Service for Additional Support for Learning* Edinburgh: University of Edinburgh.

Riddell, S. and Stafford, A. *The Future Delivery of Advice and Information Services for Additional Support Needs in Scotland* Edinburgh: University of Edinburgh.

Stafford, A., Edson, J., Lloyd, G., Munn, P., Riddell, S. (2005) *Review of Literature on Discipline and Exclusions in Scotland's Schools (1998-2001)* Final Report to the Scottish Executive Education Department Edinburgh: University of Edinburgh.

If you would like any further information about the work of the Centre please contact:-

**CREID**  
The Moray House School of Education  
University of Edinburgh  
Simon Laurie House  
St John St  
Edinburgh EH8 8AQ  
Enquiries: 0131 651 6459  
Email: [creid.ed.ac.uk](mailto:creid.ed.ac.uk)  
Website: [www.creid.ed.ac.uk](http://www.creid.ed.ac.uk)