

Elizabeth Jane Atkins BA (Hons) Cert. Ed. FHEA EdD

1. **Name:** Elizabeth Jane Atkins (known as **Liz Atkins**)

2. **Contact Details:**

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3. **Qualifications**

3.1 **Academic Qualifications**

2007	Doctor of Education	<i>University of Sheffield</i>
1999	BA (Hons) Education and Training (First Class)	<i>Sheffield Hallam University</i>
1995	Certificate in Education: Post 16	<i>Sheffield Hallam University</i>
1988	ENB 998 Teaching and Assessing in Clinical Practice	<i>Rotherham Health Authority</i>
1982	Registered Mental Nurse	<i>South Lincolnshire School of Nursing, Rauceby Hospital</i>

3.2 **Vocational Qualifications**

2014	Certificate IV Training and Assessment	<i>Federation University Australia</i>
2013	QTLS	<i>Institute for Learning</i>
1995	D34	<i>Rotherham College</i>
1994	D36	<i>Rotherham College</i>
1993	D32/33	<i>Rotherham College</i>

4. Membership of Professional/Academic Bodies

- Australian Vocational Education and Training Research Association (AVETRA, Member, Executive Committee)
- Association for Qualitative Research (AQR, Secretary)
- British Educational Research Association (BERA)
- Fellow of the Higher Education Academy (recognition reference 51971)
- Fellow of the Institute for Learning (PCET)

5. Current Employment

Reader in Education, University of Northumbria, UK

My current role has a focus on developing research engagement and capacity within the Department of Education and Lifelong Learning. This involves working with colleagues to support writing and research and developing initiatives such as *Research and Practice* groups within the department as well as teaching across a broad range of ITE and post-graduate programmes and undertaking PhD supervision.

Visiting Research Fellow, University of Huddersfield, UK

July 1 2014 for a period of five years

This honorary position recognises my ongoing collaboration with colleagues at University of Huddersfield in terms of research, co-authoring, and PhD supervision.

6. Previous Recent Employment (5 years)

January 2014 – February 2015

Senior Lecturer in VET, Federation University Australia This role involved significant research and teaching responsibilities, as well as contributing to the Faculty ERA submission. This post involved MA and PhD supervision, as well as programme leadership for the Associate Degree Programme in Education and Training (teacher training for the VET sector). This encompassed responsibility for programme development and formal review. Research responsibilities included bidding and project work activity, most of which was undertaken collaboratively with colleagues from other institutions.

October 2011 – December 2013

Senior Lecturer in Education, University of Huddersfield My role at Huddersfield was to support and contribute to the School of Education and Professional Development REF submission. This included supporting colleagues with writing for publication, supervision of PGR students and teaching on ITE (post-compulsory), EdD and MA programmes, as well as maintaining my own output of publications.

7. Research/Academic Interests

- Inclusion/exclusion
- Experiences of marginalised and low-level learners
- Formation of Learner Identities
- Policy contextualisation of education with reference to young people with additional needs and the broader VET sector
- Social Justice, Social Class and In/equality of Experience within an Educational Context
- Professional Learning

8. Funded Research Projects

8.1 *City and Guilds Centre for Skills Development (2011)*

Practical Matters: What young people think about vocational education in England (£24,000; Principal Investigator)

8.2 *University of Nottingham (2008)*

Literature Review – Vocational Education. (£2000)

8.3 *Gold Dust – Standards Unit Evaluation (2005-2006)*

Participation in national evaluation of Standards Unit resources and their applicability to ITT. (£4000 Sole Investigator)

8.4 *ITT Phase 2 Pilot: Observation of teaching (2005-2006)*

A collaborative, Department for Education and Skills (DfES) funded action research project identifying best practice in supporting the role of subject specialist mentors in the observation of teaching practice for students undertaking programmes leading to teaching qualifications in the learning and skills sector. (£50,000; Principal Investigator)

8.5 *Australian Research Council (2014-2016 – withdrew 2015 on return to UK)*

Would more highly-qualified teachers and trainers help to address quality problems in the Australian vocational education and training system? (\$120,000; Chief Investigators: Smith, Erica; Yasukawa, Keiko; Harris, Roger; **Atkins, Liz**)

9. Publications

9.0 Research Reports

9.0.1 **Atkins L.**; Flint, K and Oldfield, B. (2011) *Practical Matters: What Young People Think about Vocational Education in England* London: City and Guilds Centre for Skills Development

9.1 Peer-reviewed Journal Articles

9.1.1 **Atkins, L.** and Flint, K. (April 2015) *Nothing Changes: Perceptions of Vocational Education in a Coalition Era*. International Journal of Training Research.

9.1.2 **Atkins, L.** (2013) 'Marginal Learning, marginal employment: the impact of learning employability skills' *Power and Education*, 5, 1 28-37 (By invitation)

9.1.3 **Atkins, L.** (2013) Researching 'with', not 'on': engaging marginalised learners in the research process *Research in Post-compulsory Education special issue: Reclaiming the Disengaged: Critical Perspectives on Young People Not in Education, Employment or Training* 18, 1-2 143-158

9.1.4 **Atkins, L.** (2010) Opportunity and Aspiration or the Great Deception? The case of 14-19 vocational education, *Power and Education* vol. 2 no. 3 ONLINE available at:
http://www.wwords.co.uk/power/content/pdfs/2/issue2_3.asp

9.1.5 **Atkins, L.** (2008) Travelling hopefully: an exploration of the limited possibilities for Level 1 students in the English further education system, *Research in Post-compulsory Education* 13, 2 (Special Issue: *Participation in Learning: Diverse Perspectives*, Invited paper)

9.1.6 Atkins, L. (2005) GNVQ Foundation – an invisible cohort? *Research in Post-compulsory Education* 10, 3

9.2 Books

9.2.1 Atkins, L. (2009) *Invisible Students, Impossible Dreams: Experiencing Vocational Education 14-19* Trentham Books

9.2.2 Peart, S. and Atkins, L. (2011) *Teaching 14-19 Learners in the Lifelong Learning Sector* Learning Matters

9.2.3 Atkins, L. and Wallace, S. (2012) *Qualitative Research in Education* BERA/SAGE Qualitative Research Series.

9.2.4 Tummons, J., Orr, K. and Atkins, L. (2013) *HE in FE: Teaching Higher Education Courses in the Lifelong Learning Sector.* SAGE/Learning Matters

9.2.5 Brennan Kemmis, R. and Atkins, L. (Editors, 2014) *Teaching in the VET Sector in Australia.* Terrigal, NSW: David Barlow Publishing

9.3 Book Chapters

9.3.1 Atkins, L. (2014) Reflective Practice for VET Teachers in R. Brennan-Kemmis and L. Atkins *Teaching in the VET Sector in Australia.* Terrigal, NSW: David Barlow Publishing

9.3.2 Atkins, L. (2010) Teaching for inclusion: Pedagogies for the 'sector of the second chance' in Susan Wallace (ed) *Key Issues in the Lifelong Learning Sector: writing about teaching* Learning Matters

9.4 Contributions to Books

9.4.1 Expert Contributor to: Wallace, Susan (2008) *Oxford Dictionary of Education* Oxford: Oxford University Press

9.5 Peer Reviewed Conference Papers

9.5.1 Avis, J. and **Atkins, L.** Youth Transitions, VET and the 'Making' of Class: A European Perspective accepted for *ECER Annual Conference, September 2015*

9.5.2 **Atkins, L.** and Tummons, J. Professionalism in Further Education: International Perspectives accepted for *BERA Annual Conference, September 2015*

9.5.3 Atkins, L. (2014) Great Expectations: youth transitions in troubled times. Part of Keynote Symposium *Youth Transitions in troubled times: NEETs, Vocational Education and Decision Making* BERA Annual Conference, Institute of Education, London, September 2014

9.5.4 Atkins, L. (2014) Dis(en)abled: the lived experiences of inclusion policies amongst disabled young people. Part of PCELL SIG Symposium *The way we live now: How marginalised youth experience education, home and (out of) work* BERA Annual Conference, Institute of Education, London, September 2014

- 9.5.5 Atkins, L.** (2014) *'Getting Qualified in Woodwork': Young people's reasons for choosing VET programmes in the UK* NCVET No Frills Conference, Melbourne, July 2014
- 9.5.6 Atkins, L.** and Johnstone, C. (2014) *Going Further and Higher Together* Annual Teaching and Learning Conference, Federation University Australia, June 2014
- 9.5.7 Atkins, L.** (2014) *Learning on the margins: experiencing low level VET programmes in a UK context* AVETRA Conference, Queensland April 2014
- 9.5.8 Atkins, L.** (2013) *An Absence of Policy: Vocational Education and Special Educational Needs* JNET Conference, University of Oxford, July 2013.
- 9.5.9 Atkins, L.** (2013) *Disabled Voices from the Margins: experiencing Inclusion as forms of Exclusion* Paper DPR 13, University of Greenwich, April 2013
- 9.5.10 Atkins, L.** (2012) *'No Change There Then: Perceptions of Vocational Education in a Coalition Era'* Presented at British Educational Research Association 2012 Annual Conference University of Manchester, September 2012
- 9.5.11 Atkins, L.** (2012) *Social control in practice: the impact of learning employability skills* Presented at Discourse, Power and Resistance Conference, University of Plymouth, Tuesday, April 3 2012
- 9.5.12 Atkins, L.** (2011b) *A Guide to Instrumentalism: Initial Teacher Education in the Lifelong Learning Sector* presented at International Council on Education for Teaching (ICET) World Assembly, University of Glasgow, July 2011 as part of symposium with K. Orr and R. Simmons (University of Huddersfield)
- 9.5.13 Atkins, L.** (2011a) *Building a future or rehearsing impossible dreams? The reality of undertaking Level 1 vocational programmes post-16* presented at Conference on Researching Higher Education and Lifelong Learning, University of Sheffield February 2011
- 9.5.14 Atkins, L.** (2010) *Smoke and Mirrors: Opportunity and Aspiration in 14-19 Education, invited paper presented at Discourse, Power and Resistance 10 Annual Conference*, University of Greenwich, April 2010
- 9.5.15 Atkins, L.** (2008b) *Level 1 Vocational Learning: Predestination Disguised as Opportunity?* Paper Presented at the *British Educational Research Association Annual Conference*, Heriot Watt University, Edinburgh 3rd September 2008
- 9.5.16 Atkins, L.** (2008a) *Tears of the phoenix: how nurturing and support became the 'cure' for further education* Paper Presented at the *British Educational Research Association Annual Conference*, Heriot Watt University, Edinburgh 3rd September 2008
- 9.5.17 Atkins, L.** (2007) *Visions, Dreams and Reality: The limited possibilities for level 1 post-16 students* Paper Presented at the *British Educational Research Association Annual Conference*, Institute of Education, London, September 2007
- 9.5.18 Atkins, L.** and Wallace, S. (2006) *'It's in their nature to nurture: a comparison of PCE mentors' perception of their role and the emerging national requirements'* Paper Presented at the *British Educational Research Association Annual Conference*, University of Warwick, September 2006

9.5.19 Atkins, L. (2005) *Researching 'with' not 'on' Engaging Foundation GNVQ Students in the Research Process - Emerging Themes from the Study Paper* Presented at the *British Educational Research Association Annual Conference*, UMIST September 2005

9.5.20 Atkins, L. (2005) *Researching 'With', Not 'On': Engaging Foundation GNVQ Students in the Research Process Paper* Presented at *Learning and Skills Development Agency Regional Conference, Nottingham, 2005*

9.6 Lectures/Seminars/Symposia

9.6.1 December 2014 'There must be things I can do, there must be doors it can open': The reality of undertaking foundation programs post-16. **Keynote Lecture** at New South Wales Adult Literacy & Numeracy Council Annual Conference, University of Technology, Sydney

9.6.2 September 2014, (Convenor) **Keynote Symposium** *Youth Transitions in troubled times: NEETs, Vocational Education and Decision Making* BERA Annual Conference, Institute of Education, London, September 2014

9.6.3 September 2014, (Convenor) PCELL SIG Symposium *The way we live now: How marginalised youth experience education, home and (out of) work* BERA Annual Conference, Institute of Education, London, September 2014

9.6.4 September 2014, with Johnstone, C. *Skills up a Gum Tree: Impressions of Australian VET* invited presentation to PCELL SIG BERA Annual Conference, Institute of Education, London, September 2014

9.6.5 September 2014, Seminar *Tom and Ollie's stories: legitimating discriminatory practice in the name of inclusion?* For Teaching, Public Pedagogies and Professionalism Research Group, University of Huddersfield

9.6.6 September 2014, Seminar *Smoke and Mirrors: Relating the data to policy analysis* to PGR Research Forum, University of Huddersfield

9.6.7 September 2014, Lecture *Starting out in Educational Research*, School of Education and Professional Development, University of Huddersfield

9.6.8 September 2013, Symposia co-convenor with Kevin Orr *FE Teacher Training in Changing Times* (two connected symposia) BERA 2013 PCELL SIG

9.6.9 April, 2013, Convenor for *Voices from the Margins* Invited Symposium for *Discourse, Power and Resistance (DPR13) International Conference* University of Greenwich

9.6.10 February 2013, Invited Lecture: *English vocational and academic education: some issues and challenges* East African School for Higher Education Studies and Development, Makerere University, Kampala, Uganda

9.6.11 May 2011, Invited Lecture: *Succeeding with your Doctorate*, EdD Programme University of Sheffield

- 9.6.12** July 2010, Invited Lecture: *Action Research: Practical Approaches*, HE Conference, Derby College
- 9.6.13** October 2008, Invited Research Seminar: *Opportunity or Predestination? Level 1 PCET programmes*, School of Education, University of Huddersfield
- 9.6.14** July 2005, Keynote Lecture: *Innovative Forms of Assessment in Care NVQs FE* Sussex/CoVE Initiative in Care

9.7 Articles

- 9.7.1** **Atkins, L.** (2012) Tom, Ollie and Emily: Reflections on Inclusion as an Exclusive Experience in *Race Equality Teaching* 31, 1, 27-30 (Invited paper)
- 9.7.2** **Atkins, L.** (2014) Support Required for Low-attaining students: a summary of an landmark UK review of VET online at:
<http://vetcommunity.ibsa.org.au/blogsmain/blogviewer/?BlogKey=c8fea033-491b-4afb-8d00-ad1e75cd95a6>

9.8 Editorships

Guest Editor with Tummons, Jonathan (September, 2016) special issue on 'creative approaches to research in further, adult and higher education' *Creative Approaches to Research*

10 External Appointments

- International Advisory Panel, Creative Approaches to Research
<http://aqr.org.au/publications/creative-approaches-to-research/>
- Secretary, Association for Qualitative Research, Australia 2014 - date
<http://aqr.org.au/>
- Member, Executive Committee AVETRA, Australia 2014 – 2015
<http://avetra.org.au/>
- Member, Australian Council of Deans of Education Vocational Education Group (ACDEVEG) (2013-2015)
- Convenor, BERA Post-compulsory and Lifelong Learning SIG (2007-2010)
 SIG details and details of activities are available at:
<http://www.bera.ac.uk/sigs/sigdetails.php?id=18>.
- Strategic Forum for Research in Education (2008-2010)
 Details of SFRE activity may be found at: www.sfre.ac.uk
- Member UCET Post-16 Committee (2004-2011)
 Details of UCET activity, and that of the post-16 committee is available at:
www.ucet.ac.uk
- Member, Expert Advisory Panel, revised ITTTE Standards for the Learning and Skills Sector (2005 – 2007)
- Chief External Examiner (PGCE/Cert. Ed: Post-compulsory Education and Initial Certificate in Post-compulsory Education) Liverpool John Moores University (2007-2012)
- Chief External Examiner (PGCE/Cert. Ed. Post compulsory Education) University of Huddersfield (2008 -2011)
- External Examiner (BA (Hons) Education) University of Teesside (2009-2014)

11 Validation Panels

- UCE Birmingham (June 2007) – Diploma in Professional Studies in Post-Compulsory Education and Training
- Sheffield Hallam University (May 2008) Post-graduate Certificate in 14-19 Developments and Practice
- Bishop Grosseteste College (April 2008/April 2010) FdA Learning Support
- Sheffield Hallam University (May 2011) BA (Hons) Education (PCET)
- Manchester Metropolitan University (April 2012) Cert. Ed/PGCE (Further, Higher and Professional Education)

12 Peer Reviewing

12.1 Journals

- Creative Approaches to Research <http://aqr.org.au/publications/creative-approaches-to-research/>
- Teaching and Education in Lifelong Learning (University of Huddersfield)
- Qualitative Research Journal <http://aqr.org.au/publications/qr-journal/>
- Research in Post-compulsory Education Special Issue (by invitation)
- Curriculum Journal Special Issue 'National Curriculum Review' 2011 (by invitation)
- Journal of Vocational Education and Training
- International Journal of Education
- 'Contemporary Wales' University of Wales Journal October 2008 (by invitation)

12.2 Books

- April 2014, Routledge (James Avis, Social Justice, Transformation and Knowledge: Workplace Learning and Skills)
- August 2012; October 2012 SAGE
- April 2010 Pearson
- 2010 Trentham
- June 2009 McGraw Hill

12.3 Conferences

- BERA Annual Conference 2007; 2008; 2009; 2010; 2011; 2012; 2014
- AQR Annual Conference 2015
- AVETRA Annual Conference 2015

13 PhD Supervision

United Kingdom

13.1 Aikaterini Matziari University of Huddersfield (PhD, expected completion 2015)

How the vision of educational inclusion for pupils with SEN is translated into inclusive practices in Greece.

13.2 Angelina Wilson, Northumbria University, (PhD, expected completion 2016)

Interdisciplinarity: What are the implications for pedagogy, learning and assessment at masters level?

13.3 William Barry, Nottingham Trent University (PhD, Director of Studies to 2011; **successful completion 2012**)

Improving relationships in an American High School: a Transformative Action Research Study

13.4 Jane Ching, Nottingham Trent University (PhD, Director of Studies: **successful completion August 2009**)

Young litigation solicitors and their mental model of movement from qualification to the 3-year watershed

13.5 Lydia Spencelay, Nottingham Trent University (PhD, Second Supervisor, **Successful completion August 2008**)

Visions and veils: the influences on the role of the FE educator examined

Australia

Three candidates supervised from initial proposal through to successful Confirmation. Formal Supervision discontinued after departing Australia.

14 PhD/EdD Examination

- External Examiner, Victoria University, Australia. August 2014. (DBA).
- Internal Examiner, University of Huddersfield, UK. September 9 2013. (PhD).
- External Examiner, University of Huddersfield, UK. July 20 2011. (EdD).
- External Examiner, University of Nottingham, UK. January 12 2011. (EdD).
- External Examiner, University of Huddersfield, UK. 2009. (PhD).
- Internal Examiner, Nottingham Trent University, UK. 2009. (PhD).
- Internal Examiner, Nottingham Trent University, UK. 2006/7. (PhD)

15 Previous Professional Experience

Jan 2014-Feb 2015	Senior Lecturer in VET	Federation University, Australia
2011- Dec 2013	Senior Lecturer	University of Huddersfield
2005-2011	Principal Lecturer <i>Director of ITE (Post-compulsory Education)</i>	Nottingham Trent University
2004 –2005	Senior Lecturer	Nottingham Trent University
2003-2004	14-19 Development Officer,	Rotherham Learning Partnership
2001-2003	Programme Manager, Health & Social Care,	Chesterfield College
2000 –2001	Programme Co-ordinator, Health & Social Care,	Chesterfield College
1998 -2000	Lecturer in Health & Social Care,	Chesterfield College.
1997 – 98	Teacher / Clinical Supervisor,	In Touch Care
1996 – 97	Training Officer	Abbeydale Health Care
1992 – 96	Lecturer in Health & Social Care	Rotherham College of Arts and Technology
1989 – 1992	Sister, Acute Psychiatry, Alcohol & Drugs Detoxification,	Rotherham Health Authority.
1988 – 1989	Sister, Continuing Care, Elderly Severely Mentally Ill,	Rotherham Health Authority
1987 – 1988	Staff Nurse, general acute psychiatry/ psycho-geriatric admission & assessment	Rotherham Health Authority
1985 – 1986	Staff Nurse Psychiatric Out Patient Department,	Rotherham Health Authority
1983 – 1985	Deputy Sister General Acute Psychiatry & Psychiatric Day Hospital,	Rotherham Health Authority
1983	Staff Nurse, Acute Psychiatry,	Rotherham Health Authority
1982 – 1983	Staff Nurse, Long Stay Care of the Elderly,	Rauceby Hospital, Sleaford, Lincolnshire
1979-1982	Student Nurse	South Lincolnshire School of Nursing, Rauceby Hospital
1978- 1979	Nursing Assistant,	Meanwood Park Hospital, Leeds