

## **Dr Jocey Quinn**

Address: Water's Edge, Harbour Way, Cockwood, Exeter, EX6 8SG, UK

Email: [jocey.quinn@plymouth.ac.uk](mailto:jocey.quinn@plymouth.ac.uk)

Telephone: 01626 899043

### **QUALIFICATIONS**

PhD Powerful Subjects: women students, subjectivity and the curriculum,  
Lancaster University, (ESRC funded)

PGCEA (Majoring in Higher Education) University of Surrey

MA Area Studies: USA, University College, London (DES funded)

BA Hons English, University of Liverpool

### **AWARDS**

1997–2000 ESRC Postgraduate Research Studentship

### **ACADEMIC EMPLOYMENT**

Professor of Education, Plymouth University, 2010 onwards

Professor of Education, Institute for Policy Studies in Education, London  
Metropolitan University 2007–10

Associate Professor, School of Education and Lifelong Learning, University  
of Exeter, 2006–7

Lecturer in Education, School of Education and Lifelong Learning,  
University of Exeter, 2004–6

Senior Research Fellow and Deputy Director, Institute for Access Studies,  
Staffordshire University, 2002–2004

Research Fellow, Institute for Access Studies, Staffordshire University,  
2001–2002

## RESEARCH

Jocey Quinn returned to full time education as an ESRC funded doctoral student in 1997. Since completing her PhD in 2001 she has developed an excellent research career, becoming a full Professor of Education within five years, with publications consistently ranked as world-leading. She is an international expert on adults learning in Higher and Postcompulsory Education and in informal contexts; focusing on issues of social exclusion and knowledge transformation, exploring changes in what counts for knowledge and who has access to it. Her work combines high quality empirical studies with innovative interdisciplinary theorising. She has successfully and consistently bid from a wide range of funders including: ESRC; British Academy; Arts Council England; Joseph Rowntree Foundation; Council of Europe, EU, DIUS, DfES, Hefce, ECU and the LSC and has had externally funded research projects running every year since 2001. She has led a range of significant projects with international dimensions and partners, including a recent study of Higher Education in Bosnia and Herzegovina and a 10 country study analysed in her co-authored book *First Generation Entry to Higher Education: an international study*. Her interests have included the mass participation of women in Higher Education. Her related book *Powerful Subjects*, based on her PhD proved a seminal work. Her high profile research for the Joseph Rowntree Foundation and associated book and journal articles have rethought first generation entry to HE, class, 'drop out', transitions and flexible lifelong learning. She has also developed an important profile in research on education and work including leading widely consulted research on young people in jobs without training and on student employability in the creative sector. She is currently leading two research projects focusing on learning outside formal education. The first funded by the Arts Council Research Grants programme uses posthuman theory to explore how music promotes learning for those who cannot speak. The second, funded by the British Academy explores the significance and survival of Occupy Movement's Tent City University. She is also collaborating in an Erasmus Plus research project on drop out from university. Her theoretical contributions include creating the concept of 'imagined social capital' with her book *Learning Communities and Imagined Social Capital* (Continuum, 2010) acclaimed as world-leading.

## RESEARCH AWARDS

2015–2017 **Arts Council**, Beyond Words £154,000, **principal applicant**

2014–2016 **Erasmus Plus**, PrevDrop, E 400,000, co-applicant

2014–2016 **British Academy**, The Significance and Survival of Tent City University, £3,900, **principal applicant**

2013–2015 **Campaign for National Parks**, Mosaic Youth Project, £16,000, **principal applicant**

2011–2013 **ESRC** New Perspectives on Education and Culture, £12,000, **principal applicant**

2012–13 **PEDRIO**, Students learning outside formal education: enhancing the student experience and serving the local community? £15,000, **principal applicant**

2013 **DEFRA**, Characteristics of Communities taking part in the Big Tree Project, £45,000, co-applicant with Silvanus Trust

2012 **Exmoor National Park Authority**, The social and economic aspirations of young people living on Exmoor, £12,000, co-applicant

2011 **Equality Challenge Unit**: Women’s Mentoring in Higher Education, £5,000, **principal applicant**

209–10 **Equality Challenge Unit**, Equality and diversity in student work-placements in the arts and cultural sector, £20,000, **principal applicant**

207–8, **DIUS**, International synthesis of widening participation initiatives, £48,000, **principal applicant**

2006–8, **ESF/Connexions/Learning and Skills Council**, Young people in jobs without training in South West England, £56,000, **principal applicant**

2006, **ESRC**, HEIS and Local Communities: Forward and Backward Linkages, £20,000, co-applicant

2003–5, **Joseph Rowntree Foundation**, From Life Crisis to Lifelong Learning: rethinking working class ‘drop out’ from Higher Education, £96,000, **principal applicant**

2002–2004, **ESRC**, Problematizing Methodology in Access Research, £11,000, **principal applicant**

2004 **Esmée Fairbairn Foundation**, International Retention Research project, £20,000, co-applicant

2003–2005, **Learning and Skills Research Centre**, Learning Broker Research Project, £97,000, co-applicant

2002 **DfES**, Student Services Research Project (Traynor Report), £14,000, co-applicant

2001 **HEFCE**, Widening Participation partnerships research project £60,000, co-applicant

1997–2000 **ESRC** Doctoral Research Studentship, £30,000, **principal applicant**

## **CONSULTANCIES**

2014-2015 **Council of Europe/EU**, Higher Education in Bosnia and Herzegovina

2013, **Youth Music/Plymouth Music Zone**, Evaluations of the Keep singing Keepsake project and the Transitions from Domestic Violence project

2013 **EU/NESET** Drop out amongst non-traditional students in HE in Europe

## **SPONSORSHIP**

**ESRC Festival of Social Science sponsorship**

2012 Creating our Place: Young people in Plymouth, £2,000, **principal applicant**

**Internal research project, Exeter University**

2004 **SELL** seedcorn research grant, International widening participation project, £2,000, **principal applicant**

2009 **Gender and Education Association**, seedcorn funding, Happy Talk: researching learning and pleasure conference, **principal applicant**

## **PUBLICATIONS**

## **Books**

### **Research Monographs**

Quinn, J. ( forthcoming) *Education and Culture*, New York: Routledge

Quinn, J. (2010,) *Learning Communities and Imagined Social Capital: Learning to Belong* London: Continuum Studies in Educational Research

Quinn, J. (2003) *Powerful Subjects: Are Women Really Taking over the University?* Stoke: Trentham Books

### **Co-Authored**

Thomas, L. and Quinn, J. (2007) *First Generation Entry into Higher Education: An International Study*, Buckingham: Open University Press

### **Edited**

Thomas, L., Cooper, M. and Quinn, J. (2003) *Improving Completion Rates among disadvantaged students*, Stoke: Trentham Books

Thomas, L. Cooper, M. and Quinn, J. (2002) *Collaboration to Widen Participation*, Stoke: Trentham Books

Thomas, L., Cooper, M. and Quinn, J. (2001) *Access to Higher Education: The Unfinished Business*, Stoke: Trentham Books

Davies, S., Lubelska, C. and Quinn, J. (1994) *Changing the Subject: Women in Higher Education*, London: Taylor and Francis

### **Book Chapters**

Quinn, J. (2016) University community engagement through a posthuman lens: students and the sea, in C. A. Taylor and C Hughes Eds, *Posthuman Research Practices in Education*, London; Palgrave

Quinn, J., Allen, K., Hollingworth, S., Maylor, U., Osgood, J., Rose, A. (2014) Dialogue or Duel? Educational researchers engaging with policy makers in Y. Taylor, Ed, *Engaging Publics*, London: Routledge

Allen, K., Quinn, J., Hollingworth, S. and Rose, A. (2012) Doing Diversity and Evading Equality: the case of student work placements in the arts and cultural sector in Y. Taylor Ed *Educational Diversity*, London: Palgrave MacMillan

Sandmann, L., Moore, T. and Quinn, J. (2012) Center and Periphery in Service Learning and Community Engagement, in J. Hatcher and R. Bringle (Eds) *Service Learning and Community Engagement: crossing boundaries through research*: Information Age Press: USA

Quinn, J. (2009) Rethinking 'failed' transitions into Higher Education, in Ecclestone, K. Biesta, G. and Hughes, M. Eds *Transitions and Learning through the Lifecourse*, London: Routledge

Quinn, J., Lawy, R. and Diment, K. (2009) "Drifting", "Desperate" or just "Diverse"? (2009) Researching young people in jobs without training' in J. Field, J. Gallacher and R., Ingrams, (Eds) *Researching Transitions in Lifelong Learning*, London: Routledge

Quinn, J. (2008) Crossing borders of the mind: women in Higher Education, in J. Klaehn, (Ed), *Roadblocks to Equality*, Toronto: Black Rose Press

Quinn, J. (2007) Welcome to the Pleasure Dome: women taking pleasure in the university, in P. Cotterill, G. Letherby and S. Jackson (Eds) *Challenges and Negotiations for Women in Higher Education*, New York : Kluwer Academic Publishers

Quinn, J. (2006) Mass Participation but no Curriculum Transformation in Jary, D. and Jones, R. (Eds) *The Policy and Practice of Widening Participation in the Social Sciences* CSAP; University of Birmingham

Quinn, J. (2004) The Corporeality of Learning: Women Students and the Body in Ali, S. Benjamin, S. and Mauthner, M. (Eds) *The Politics of Gender and Education*, London: Pearson Macmillan

Quinn, J. (2003) The Ethnographic Self as Hired Hand: Reflecting on Researching Partnerships, in Satterthwaite, J., Gale, K. and Atkinson E. (Eds) *Discourse Power and Resistance: challenging the rhetoric of contemporary education*, Stoke: Trentham Books

Quinn, J. (2002) Interdisciplinary Collaboration: its role in widening participation in Thomas, L, Cooper, M. and Quinn, J. *Collaboration to Widen Participation*, Stoke: Trentham Books

## Journal Articles

Quinn, J. (2014) Theorising Learning and Nature: posthuman possibilities and problems, *Gender and Education*, Special Issue on Feminist Materialisms

Quinn, J. (2013) New Learning Worlds? The significance of nature in the lives of disadvantaged young people, *Discourse: Cultural Politics of Education*, 34:5

Allen, K., Quinn, J., Hollingworth, S. and Rose, A. (2013) Becoming an employable student and an 'ideal' creative worker: inequality and diversity in student work placements, *British Journal of Sociology of Education*

Holdsworth, C. and Quinn, J. (2012) The epistemological challenge of HE student volunteering: 'reproductive' or 'deconstructive' volunteering? *Antipode: Journal of Radical Geography*, 44:2, pp386–405

Holdsworth, C. and Quinn, J. (2010) Student volunteering in English higher education, *Studies in Higher Education* Vol 35:2, pp113–127

Lawy, R., Quinn, J. and Diment, K. (2010) Responding to the 'needs' of young people in jobs without training: some policy suggestions and recommendations, *Journal of Youth Studies*, 13(3) 335–351

Quinn, J. (2009) Many more rivers to cross: women in Higher Education, *Gender and Education*, Vol 21:3, pp 337–341

Lawy, R., Quinn, J. and Diment, K. (2009) Listening to 'the thick bunch': (mis)understandings and (mis)representations of young people in jobs without training in South West England, *British Journal of Sociology of Education*

Quinn, J., Lawy, R. and Diment, K. (2008) "Dead End Kids In Dead End Jobs"? Reshaping Debates on Young People in Jobs without Training, *Research in Postcompulsory Education*, Vol 13:2, pp185–194

Quinn, J., Thomas, L., Slack, K., Casey, L., Thexton, W. and Noble, J. (2006) Lifting the Hood: lifelong learning and young, white, provincial working class masculinities, *British Educational Research Journal*, Vol 32:5

Quinn, J. (2005) Belonging in a learning community: the reimagined university and imagined social capital, *Studies in the Education of Adults*, Vol 37: 1

Quinn, J., Thomas, L. Slack, K., Vigurs, K. and Flynn, N. (2005) Learners on their own terms? Learning brokerage, mainstream transformation and social exclusion, *Journal of Access Policy and Practice*,

Quinn, J. (2004) Understanding working class drop out through a socio-cultural lens: cultural narratives and local contexts, *International Studies in Sociology of Education*, Vol 14:1

Quinn, J. (2004) Mothers, Learners and Countermemory, *Gender and Education*, Vol 16:3

Slack, K., Thomas, L., Casey, L. Vigurs, K, Quinn, J. and Flynn., N. (2004) Learning Brokerage: Building Bridges between learners and providers, *Journal of Widening Participation and Lifelong Learning*, Vol 6:3

Quinn, J. (2003) The dynamics of the protected space: spatial concepts and women students, *British Journal of Sociology of Education* Vol 24:4

### **Research Reports**

Quinn, J. ( 2013) *Drop out and completion in Higher Education in Europe*: research report to the European commission

Quinn, J. (2011) *Women's Mentoring in Higher Education*: research report and Guidelines for the HE sector, Equality Challenge Unit

Allen, K., Quinn, J., Hollingworth, S. and Rose, A. (2010) *Equality issues in student work placements in the arts and cultural sector*, London: Equality Challenge Unit

Quinn, J., Kuyok, K. A., Minty, S. (2009) *International synthesis of widening participation evidence*, Department of Business, Innovation and Skills: London

Quinn, J., Lawy, R. and Diment, K. (2008) *Young People in jobs without training in South West England: Not just 'dead-end kids in dead-end jobs'*, Marchmont Observatory/Exeter University

Quinn, J. Thomas, L., Slack, K., Casey, L., Thexton, W. and Noble, J. (2005) *From Life Crisis to Lifelong Learning: Rethinking working class drop-out from higher education*, York: Joseph Rowntree Foundation,

Thomas, L. Quinn, J., Slack, K., Vigurs, K, Casey, L. and Flynn, N. (2005/2004) *Learning Brokers Research Project: Reports One, Two and Three* London: Learning and Skills Research Centre



Thomas, L. and Quinn, J. (2003) *International Insights into Widening Participation*: Institute for Access Studies: Staffordshire University (Sutton Trust and Esmée Fairbairn Foundation)

Thomas, L., Quinn, J., Slack, K. and Casey, L. (2002) *Student Services Project: Effective Approaches to Retaining non-traditional Students in Higher Education*. London: DfES

Quinn, J. (2002) *Update of 1998 case studies: Social Class and Participation in Higher Education*. London: Universities UK

Thomas, L. Quinn, J., Slack, K. and Williams, S. (2001) *Widening Participation: evaluation of the collaboration between higher education institutions and further education colleges to increase participation in higher education*. Bristol

## **INVITED CONFERENCE KEYNOTES**

### **2015**

September, Drop out and Retention in HE amongst Engineering students conference, Berlin

### **2014**

June, European Association of Lifelong Learning international conference, University of Lisbon,

### **2013**

March: EU Peer Learning Conference on drop out and retention in HE, Prague

### **2011**

April: Retention and Access of non-traditional students in Higher Education conference, University of Seville

April: Inaugural speech, Discourse Power Resistance conference, Plymouth University

### **2008**

May: Women in Lifelong Learning Conference, Birkbeck, University of London

June: AimHigher National Conference, Working Class Boys and HE,  
Loughborough University

June: National Institute for Careers Advice and Counselling Conference,  
Manchester Metropolitan University

## **2007**

September: Gendered Spaces of Further and Higher Education,  
Conference, Brunel University

## **2006**

January: Falling down Ladders and Charming Snakes: understanding  
working class drop out conference, University of Glamorgan

February: Student Retention and Progression in HE conference,  
Universities UK, London

February: Innovations in Student Success Conference, HE Academy

April: International Conference on Student Retention in Continuing  
Education, Stirling University

July: South West Learning and Skills conference

September: Widening Participation and Social Exclusion Conference, Bath  
Spa University

## **2004**

June: International Conference on Student Withdrawal, Staffordshire  
University

## **2003.**

October: International Conference on Student Retention, Amsterdam  
Retention in HE conference, London, UUK and LTSN, June

## **2002**

September: AMOSSHE Student Services Conference, University of Aston

June: European Access Network, Prato, Italy

## **INVITED SPEAKER AT RESEARCH SEMINARS**

## **2015**

Selected BERA symposium at AERA conference, Chicago: Social Justice and  
Policy in Education

## **2012**

June: The Passion Industries seminar, Birkbeck University of London,

Becoming the 'ideal creative' worker: equality issues in student work placements (with Kim Allen)

## **2011**

November: University of Roehampton

Not changing the HE curriculum: educating creative workers (with Kim Allen)

## **2009**

October: Centre for HE Equity Research, University of Sussex  
Subjects and Subjectivities in Higher Education

March: Lifelong Learning seminar series, University of Leeds,  
Unrequited love: young white working class men and informal learning

January: Inside Government seminar, London  
Understanding Young People in Jobs without Training

## **2008**

May: Plenary panel, National Lifelong Learning Conference, Birkbeck University

July: Participation Research Group, Southampton University  
Young People in Jobs without Training in South West England

June: Inaugural Research conference Cornwall College  
Lifelong learning in South West England

## **2007**

October: Participation Research Group, Southampton University  
Conceptualising First Generation Entry to HE

## **2006**

January: ESRC seminar series, Learning through the Lifecourse, Exeter University Rethinking 'failed' transitions to university

April: Centre for Research in Lifelong Learning, Stirling University  
Learning communities and imagined social capital

May: ESRC seminar series Gender and Lifelong Learning, University of Warwick Who sets the terms of enquiry? Exploring participative approaches to researching gender and lifelong learning

## **2005**

February: South West Higher Education Research Forum, Bristol University

Mapping Geographies of the possible in Higher Education

May: Learning and Teaching Subject Network conference, University of Warwick Supporting student retention

May: Learning and Teaching Research Centre Conference, Staffordshire University Learning brokerage linking learners and providers

October: Panel member ESRC seminar series Gender and Lifelong Learning, Birkbeck, University of London

### **2003**

May: Senior Staff seminar on retention, University of Brighton  
Research evidence on student retention

### **2002**

February: Institute for Women's Studies seminar series Lancaster University Powerful subjects: are women really taking over the university?

### **VISITING PROFESSORIAL LECTURE**

2004 University of Bergen, Norway  
Powerful Subjects: Are women really taking over the university

### **CONFERENCE PAPERS**

(peer reviewed papers, other than keynotes and invited papers listed above)

Beyond Words, learning and becoming in dementia: a posthuman analysis, European Association for the Education of Older Adults, University of Wroclaw, Poland, November, 2016

Poetry and Posthumanism, International Congress of Qualitative Inquiry, University of Illinois at Urban Champaign, USA, May, 2015

Theorising Learning and Nature: posthuman possibilities and problems, Laboratory for Educational Theory international conference, University of Stirling, June 2012

New Learning Worlds? Nature and disadvantaged young people, Gender and Education conference, University of Exeter, April, 2011

‘Capital Ideas?: fresh perspectives on class, capital and education’,  
Convenor special event, British Sociological Association, Annual  
Conference, Glasgow Caledonian , April, 2010

‘Imagined Social Capital and the lives of learners’, International Lifelong  
Learning conference, University of Stirling, June 2009

‘Theorising lifelong learning’ Laboratory for Educational Theory  
conference, University of Stirling, 2009

‘Imagined Beginning and Material Endings: theorising education and  
culture’, Discourse Power and Resistance Conference, Manchester, April,  
2009

‘The Joy of Knowledge’ in symposium on ‘The Uses of Pleasure’ (with Prof  
Christina Hughes and Prof Valerie Hey) Gender and Education conference,  
London, March, 2009

International Symposium on university/community engagement, ASHE,  
American Society for research in Higher Education conference, South  
Carolina, November, 2008

International symposium on service learning, IARSCLE, International  
Association for Scholarship in community related learning Conference.  
New Orleans, USA, October, 2008

Drifting Desperate or just Diverse: researching young people in jobs  
without training, International Lifelong Learning conference, University of  
Stirling, June 2007

Convenor of Symposium on Education and Culture, Cultural Studies Now  
conference, University of East London, June 2007

‘Mutual Learning between Universities and Communities’, AERA  
conference, Chicago April 2007

‘From unreal beginnings to material endings: making use of the  
imaginary, AERA Conference, San Francisco, April, 2006

‘Subjects and Subjectivities in Higher Education’ AERA conference,  
Montreal, April, 2005

‘Pride and Prejudice in the Provinces: drop out and young white working  
class men’, Gender and Education Conference, Cardiff University, March,  
2005

'Mapping Geographies of the Possible for Contemporary Academics', BERA conference, Umist University, September, 2004: available on Educationline

'Subjects and Subjectivities', Gender and Education Conference, University of Helsinki, June, 2004

'Understanding working class drop out through a sociocultural lens', International Sociology of Education Conference, London, January, 2004

'Challenging MR Btec: can learning brokerage deliver mainstream transformation?', Learning and Skills Research Conference, University of Warwick, December 2003

'Understanding working class drop out; cultural narratives and local contexts', BERA conference, Heriot Watt University, September, 2003

'Marginally Middle Class: operationalising middle class femininity in Higher Education research', Gender and Education conference, Sheffield University, April 2003

'Welcome to the pleasure dome: taking pleasure in the university', Discourse, Power and Resistance conference, Plymouth University, April 2003

'Vocation or Salvation: Competing discourses of the HE curriculum', SRHE conference, Glasgow University, December, 2002

Convenor Symposium 'Focusing on Widening Participation: Situated Knowledge and Researching the Local', BERA Conference, September, 2002

'Locatable or Parochial? Situating Access Research', BERA conference, University of Exeter, September, 2002

'Belonging in a learning community: the re-imagined university', International Conference on Re-imagining Communities, Lancaster University, June, 2002

'The Ethnographic Self as Hired Hand: reflecting on researching partnerships, Discourse, Power and Resistance Conference, Plymouth University, March, 2002.

'Curriculum: the Hidden Issue in the Access to Higher Education Debate', BERA Conference, University of Leeds, September, 2001

The corporeality of learning: women students and the body, Gender and Education conference, London, April, 2001

## **TEACHING**

Jocey Quinn is a fully qualified teacher of adults with a Postgraduate Certificate in the Education of Adults from Surrey University, majoring in Higher Education. She is fully experienced in designing, directing, validating and teaching courses at all levels from undergraduate to PhD supervision and has seven successful doctoral completions.

### **2010 onwards Plymouth university**

Director of Studies for 4 full time PhD students

Heather Knight: The role of the arts as a pedagogical tool in resolving inter-cultural conflict (university scholarship)

Caroline Cook: Alternative communities and memories of living well (university scholarship)

Wenjun Liu: Women in Higher Education in China

Mehmet Mart: Outdoor learning in Turkey

Director of Studies for 4 EdD students

Completion: 2016 Pete le Gassick, 'The Role of the Military in Education'

Completion: 2016 Wendy-Lambert-Heggs, 'The role of family networks in transitions to HE for injured ex-military'

### **2007 -10 London Metropolitan University**

EdD Education and Social Justice, Module leader 'Institutional Policy, practice and Social justice' and 'Research Development and Proposal'  
Director of Studies 4 PhD students

Completion: 2016, Waliah Musoke, 'Ugandan parents supporting their children's learning in the home'

### **2004-7 University of Exeter**

Director, Postgraduate Certificate in Academic Practice,

Module tutor/leader, Masters in Educational Research, 'The nature of educational enquiry'

Module leader 'Cultural Studies in Education', BA Education Studies,

PhD/EdD students

Completion 2013: Alvinia Menary- 'Retention or Therapy? The role of the personal tutor in an FE college'

Completion 2006: Sam Peach- 'Understanding the HE Curriculum: A case study of a college of Higher Education'

### **2001-2004, Staffordshire University**

PhD students

Completion 2009: Kim Slack 'Exploring influences on post 16 choices and destinations of young people in a disadvantaged urban area: a life history approach'

Completion, 2009: Katy Vigurs 'An ethnographic study of community based learning'

### **ADMINISTRATION/ MANAGEMENT/ PROFESSIONAL ROLES**

Jocey Quinn has been a Professor and senior manager with a lead role in academic networking, profile and development for the past eight years. At Plymouth University she is leader of the Learning outside formal education research group and a director of the Centre for Culture Community and Society. She sits on the University Research and Innovation committee and on the School of Education ethics committee. She was previously a member of IPSE senior management group, head of the Public Profile group and Convenor of the Culture and Education Research Group and sat on the University Research Degrees Committee and the Research Ethics panel for Humanities and Social Sciences. At her previous post at Exeter University she was Chair of the Education ethics committee, Member of the university Equality and Diversity Committee and equality champion for the School of Education and Lifelong Learning. At Staffordshire University she was deputy Director of IAS with lead responsibility for research bidding to research councils and charities and academic publishing. She is a member of professional organizations, editorial boards and peer reviewer for research councils, journals and book publishers. She is an external expert on international projects and has been an external examiner/adviser for a number of universities, including Bristol and Keele. Her work has been widely consulted by



government bodies and attained a high media profile. She has convened national and international seminar series and conferences with funding from the Esmée Fairbairn Foundation, Gender and Education Association and the ESRC.

### **2010 onwards Plymouth University**

Leader Learning outside formal Education research group  
Deputy Director Centre for Culture Community and Society

Member University Research and Innovation Committee and School of Education Ethics Committee

### **2007-2010 IPSE, London Metropolitan University**

Member senior management team, Institute for Policy Studies in Education, with lead responsibility for academic networking and development and PhD students,

Head of Public Profile Group and Chair of Culture and Education Research Group

Member: University Research Degrees Committee

Member: University Research Ethics Panel for Humanities and Social Science

### **2004-2006 University of Exeter**

Chair Ethics Committee, School of Education and Lifelong Learning

Member of University Equality and Diversity Committee and equality champion for

School of Education and Lifelong Learning

### **2002-2004 Staffordshire University**

Deputy Director Institute for Access Studies with lead responsibility for bids to research councils and for academic development and publication

### **MEMBERSHIP PROFESSIONAL ORGANISATIONS**

British Educational Research Association

American Educational Research Association

Gender and Education Association

British Sociological Association

**EXTERNAL EXAMINING/ADVISING**

**2016-19, University of Maynooth**

External Examiner, Certificate in Adult Education

**2016 Manchester Metropolitan University,**

EdD Examiner

**2016 Canterbury Christ Church University,**

EdD Examiner

**2015, University of East London**

PhD examiner

**2015, Lancaster University**

PhD examiner

**2015, University of Exeter**

EdD examiner

**2014, University of Bangor**

PhD examiner

**2014, Manchester Metropolitan University**

EdD examiner

**2014, Keele University**

EdD examiner

**2014, University of Exeter**

EdD examiner

**2013 Sheffield University**

External examiner EdD programme

**2013 School of Education, Keele University**

**EdD** examiner

**2008-2011 EU International Lifelong Learning Project:** Retention and Access and for Non Traditional Students in Higher Education, Warwick University,

External expert evaluator

**2010 School of Education, Sheffield University**

EdD examiner

**2009 Institute of Education, University of London,**

PhD Examiner

**2007-2011 Graduate School of Education, Bristol University,**

External examiner Masters in Educational Research and Cert in teaching and Learning in Higher Education

**2007-2011 Department of Education, Keele University,**

External examiner BA Education Studies

**2009 Faculty of Lifelong Learning, Birkbeck, University of London,**

External Adviser, PhD programme

**2007 University of East London,**

External Evaluator, Postgraduate Certificate in Narrative Research

**2007 University of Ulster,**

External Evaluator, Certificate in Professional and Personal Development

**2006 University of Glamorgan,**

PhD examiner

**2006 University of Liverpool,**

External Adviser, Postgraduate Certificate in Widening Participation

**1998-2001 British Sociological Association**

Member of Equality Advisory Group

**EDITORIAL POSITIONS**

*Policy Futures in Education*

Member of Editorial Board, 2010 onwards

*Gender and Education*

Member of Editorial Board, 2009–2015

*Journal of Widening Participation and Lifelong Learning*

Managing Editor 2001–2004

Member of Editorial Board, 2005 onwards

**BOOK SERIES EDITOR**

European Access Network/ Trentham Books book series editor 2001–2004

**PEER REVIEWER**

Member of ESRC Peer Review College

British Educational Research Journal, Studies in Higher Education, Journal of Education Policy, Studies in the Education of Adults, Studies in the Philosophy of Education, Research Papers in Education, Gender and Education, Journal of Education and Work, Women's Studies International Forum, Czech Sociological Review, Journal of Higher Education Outreach and Engagement, International Journal of Lifelong Learning, Sociological Research Online, Sociological Review

SRHE/Open University Press, Routledge

## CONSULTATIVE WORK

- Invited to research the situation of HE in Bosnia and Herzegovina by Council of Europe, 2014–2015
- Invited to write an analytical report on international retention and drop out in HE for the European Commission, 2012
- Invited witness to Select Committee on ‘Young People who are Not in Education, Employment or Training’, House of Commons, 2010
- Invited expert adviser on education and poverty for the National Enquiry into Lifelong Learning, 2008
- Research on Young People in Jobs without Training, (Quinn, et al, 2008), consulted by DCFS and DIUS and by the British Association of Careers Advice and Counselling. Invited to present at 2 seminars organized by Insidegovernment.
- Report for Joseph Rowntree Foundation, (Quinn, et al 2005), on student ‘drop out’ highly influential. Launched to policy makers with events in England, Scotland, Wales and Northern Ireland. Report consulted by Treasury, DfES, HEFCE and National Audit Office. Invited to write article on report for The Parliamentary Monitor, a publication written by and for MPs and their peers.
- International retention research Thomas and Quinn 2003 (Esmee Fairbairn) presented to policy makers in Australia, Canada, Netherlands, Norway, Sweden. Influenced renewed focus on first generation entry in UK
- Widening Participation in Student Services Report (Thomas, Quinn, et al , 2002) (DfES, Traynor Report) developed criteria of good practice now used by AMOSSHE members
- 2005 Advice to the HE Academy Learning and teaching subject networks on student retention
- 2005 Advice to Learning and Skills Research Centre on developing learning brokerages
- 2003 Advice to Senior Management Team, University of Brighton on Student Retention

- 2002 Advice to AMOSSHE on widening participation and student services
- 2001 Advice to HEFCE on widening participation partnerships

## **MEDIA**

Article in *Guardian* newspaper on young people who are Not in Education or Training

Interviewed on Radio 4, *The Learning Curve* and Radio Devon about research on young people in jobs without training

Research articles published in *Times Higher Education* on first generation students and on working class 'drop-out'

Research on student 'drop out' reported in THES, Education Guardian, BBC Education online, Independent, Glasgow Herald, Times

## **SEMINAR/CONFERENCE ORGANISER**

2012 Organiser *Creating our Place*, ESRC Festival of Social Science, funded ESRC

2011–13 Convenor: New Perspectives on Education and Culture seminar series, funded ESRC

**2009** Convenor: *Happy Talk: researching learning and pleasure conference*, funded Gender and Education Association

**2007-9** Convenpr: *The Educated Family? seminar series*, London Metropolitan University

**2005-6** Convenor: *Cultural Studies in Education seminar series*, University of Exeter

**2002-4** Convenor: *Problematizing Methodology in Access Research, seminar series*, funded ESRC

**2003** Co-Organisor, *International Conference on Student retention*, Amsterdam, funded Esme Fairbairn Foundation