

<p>Institution: University of Bedfordshire</p>
<p>Unit of Assessment: 23 Education</p>
<p>1. Unit context and structure, research and impact strategy</p> <p>Context and structure</p> <p>The Institute for Research in Education (IREd) is situated within the Faculty of Education and Sport. Its core mission is to facilitate evidence-informed practice amongst educators in schools, further and higher education (inter)nationally. IREd has well established research relationships and collaborative partnerships with user communities (e.g., schools/colleges/communities/charities in Bedford, the wider Bedfordshire region, Australia, New Zealand (NZ) and the Caribbean) through funded research projects and engagement with educators via seminars, lectures, workshops and University of Bedfordshire's (UoB's) master's and doctoral programmes.</p> <p>Led by Professor Goodwyn, IREd has 9.1 FTE members comprising staff within the Schools of Teacher Education (TE), Education, English and Language (SEEL) and the Centre for Learning Excellence (CLE). IREd has three research groups:</p> <ul style="list-style-type: none"> ● Educational leaders, teachers and expertise (Lead, Goodwyn); ● Social Constructivist approaches to teaching and learning (Lead, Wearmouth); ● Participation, citizenship rights and equity (Lead, Maylor). <p>IREd's work and review of progress/achievement is overseen by its Board which includes full-and-associate institute members and representation from PGR students and professional service staff that support research. It reports annually to the University Research and Knowledge Exchange Committee.</p> <p>IREd is a small and developing research institute. It was established in 2008 and first returned to REF 2014, submitting 8.4 FTE staff. Six had expertise in educational digital technologies. Of these six, two have since moved to other institutions and four have retired. Two remaining academics provided a strong basis for rebuilding IREd's future research activity and overall sustainability.</p> <p>IREd's research achievements include:</p> <ul style="list-style-type: none"> ● an increase of doctoral completions from 1 to 25.5; ● nomination by UoB of an IREd member (Wearmouth) to the THES for a national award for research supervision; ● external research funding of £288,000; ● award to Maylor of c£69,000 for a funded collaborative doctoral partnership with the Tate Gallery; ● staff publications comprising 6 monographs, 5 authored books and 5 edited collections published by Routledge, Sage, Springer, McGraw Hill/Open University Press and NZ Council for Educational Research (NZCER); 55 articles in leading journals; 39 chapters in edited volumes, 10 research reports; and 71 papers presented at peer-reviewed (inter)national conferences. Notably, a paper by ECR Belas and Hopkins published in the British Educational Research Journal (BERJ) was nominated for the BERJ Editor's Choice Award, December 2020. <p>IREd's vibrant research environment, growth, vitality and sustainability are enhanced by research expertise in the fields of English, social constructionist approaches, further/higher education, social justice, diversity, citizenship, inclusion and philosophy of education; internal bi/monthly research seminars with internal and external speakers; an annual IREd conference in collaboration with the British Educational Research Association (BERA) English SIG (special</p>

interest group); collaboration with Bedford Borough Learning Exchange; seminars in conjunction with the Philosophy of Education Society of GB; which all provide opportunities for staff and PGRs to share/discuss/showcase diverse research and analytic approaches. Also central is IREd's contribution to the faculty's doctoral training programme.

Research

From a strong focus on the use/influence of digital technologies and social inclusion in teaching and learning in 2008-14, in 2015, IREd's research focus broadened to examine from early years to higher education, professional education, participatory and innovative approaches to enquiry, supporting literacy learning, informing practice and policy development and social justice and diversity issues. In 2017, with the appointment of Goodwyn as director, IREd's research was further revised to focus on transforming learner educational experiences and outcomes and understanding/enhancing the quality of pedagogy.

IREd members have (inter)national recognition for their research related to special educational needs and disabilities (SEND), autism, English/art/science teaching, critical media literacies, culturally responsive pedagogy/teaching and learning, equity, diversity, inclusion, social justice, philosophy of education, citizenship and democracy, creative writing, race/ethnicity, culture, mentoring in post-compulsory education, pedagogy, teacher self-identity, raising the attainment of disadvantaged learners, oracy and dialogic learning across the curriculum, initial teacher education, leadership and management in schools, further and higher education. Examples of projects include:

- Work with Māori teachers and academics in New Zealand;
- Evaluation of the Chartered College pilot teacher programme;
- Evaluation of the school readers programme with local schools;
- Research with SEND students, and special educational needs coordinators;
- Research with English teachers and literary subject knowledge (Australian Council for Educational Research);
- Evaluation of the raising achievement project of disadvantaged young people running in 18 local schools in Bedfordshire;
- A five-year collaborative project (IREd, Cambridge and a Bedford school) exploring the development of oracy and dialogic learning across the curriculum.

Research integrity

IREd supports a culture of research integrity informed by the University's Research Ethics Committee (UREC), ethics policy and training delivered in line with UKRIO and Vitae Research Concordat expectations. At an institute level, research integrity is maintained through ethical review of staff/PGR research proposals (by two/three independent reviewers), outcomes of which are reported to IREd's Board, and annually to UREC. IREd provides ethical guidance/training to staff/PGRs according to BERA guidelines (2018). Such training is further enhanced by insights derived from Maylor and Goodwyn's internal reviews of research misconduct cases outside Education, and IREd's participation in the University's Research Degrees Committee where PGR misconduct and resolutions are discussed.

Review of research objectives in REF 2014

- *Strengthen and extend membership and activities of the existing research groups and support the development of new groups and collaborations within and beyond the UoB;*

From 2014, IREd's membership has been expanded to include academics with recently awarded doctorates (see staff section). A new collaboration was established in 2020 between IREd and local Bedford schools, resulting in the creation of the Institute for Research and Continuing Professional Development (IRCPD), funded (£5,000) by The Harpur Trust charity. The partnership is designed to support the implementation of action research projects led by teachers in Bedford schools, the production of high-quality, research-informed CPD outputs and is key to IREd's plans to achieving greater impact with school/teaching communities (see impact strategy). The projects currently prioritised are critical teaching and learning issues identified by the local authority which impact across compulsory education phases (e.g., new arrivals with English as an additional language, literacy – early years and primary, and supporting vulnerable learners). IREd researchers provide guidance (e.g., data collection, ethical insights, analytical processes) to help teachers develop their research skills in implementing these projects.

- *Increase the number of doctoral completions, including those of education staff and build staff capacity;*

IREd has achieved **25.5** doctoral completions (see 4a) compared with **one** returned to REF 2014. **12** were by internal staff in Teacher Education, Art and Design, Media and the CLE. Of these 12, three have gone on to establish research careers elsewhere; two in other English universities and one in Australia (see staff development). An international student (Usi) completed his doctorate focused on addressing low youth educational access in Malawi in 2018 and, notably, became Minister of Culture, Tourism and Wildlife in Malawi in 2020.

- *Recruit high-quality PGR students to areas of research expertise and excellence;*

Recruitment of such students is exemplified by an AHRC-funded, collaborative doctoral training grant with Tate Gallery awarded in 2016 to explore questions around race, culture and art in the museum context.

- *Continue formal mentoring support for staff to facilitate publishing, increasing quality outputs, and improving the rate at which conference papers are developed into published articles and chapters;*

The ROSA mentoring scheme (see staff development) successfully mentors ECRs and mid-career researchers in TE and SEEL, resulting in staff publications in leading journals (e.g. *Belas and Hopkins in BERJ, 2019*), 30 book chapters in edited collections (e.g. *Wearmouth, J. & Goodwyn, A. (eds) (2019) Pupil, Teacher and Student Voice in Educational Institutions, London: Routledge; Wearmouth, J. & Lindley, K. (eds) (in press for 2021) Bringing the Curriculum to Life, Maidenhead: Open University Press*) and a co-authored volume (*Wearmouth, J., Gosling, A., Beams, J. & Davydaitis, S. (2017) Understanding Special Educational Needs and Disabilities in the Early Years, London: Routledge*).

- *Continue assisting PGR students to publish as part of their PhD process, attend international conferences, take part in research projects with experienced staff and be provided with opportunities to facilitate recruitment into academia;*

PGRs have publication opportunities via edited collections (see above) and conference attendance: e.g., *Kuegel, C. (2017) Research methodology: What do we 'know' about research and why do we know it? Journal of Playwork Practice, 4 (1). pp. 59-61.*

PGR staff develop their research profile by undertaking small-scale research projects, contributing to bid submissions, internal research seminars and external conferences (e.g., British Educational Leadership Management & Administration Society (BELMAS) attended by Mistry, 2014; BERA, attended by Kikabhai, 2016; European Congress of Qualitative Inquiry, Leuven, Belgium attended by Rapley, 2017).

PGR staff experiences and examples of staff PGR recruitment into academia are outlined below.

- *Increase external research income over the next five years;*

IREd has achieved research income of £288,000 (see funding). Saliiently, IREd successfully secured Research Council (AHRC) funding for a collaborative doctoral partnership, the first for UoB.

Impact strategy in REF 2014

To ensure impact, IREd staff will:

- *Conduct research relevant to practitioners and policy makers and publish in forms which practitioners and policy makers can use;*
- *Research topics likely to make a systemic difference and co-research and co-publish with users (e.g., teachers) at local/national/community/international level;*
- *Undertake research and consultancy commissioned by users;*
- *Disseminate academic research tailored to lay/professional audiences, seminars, conferences and workshops, delivered to professional and non-academic audiences.*

Review of impact achievement

The success of IREd's impact strategy is reflected in its research projects with teachers, dissemination of research findings (via seminars and 71 conference presentations), publishing in accessible forms (including open access journals e.g., Cogent), and the two submitted case studies which emphasise international impact on teacher knowledge/learning/parent communities and national impact on FE leadership/teacher autonomy and creativity.

Research and impact post REF 2021

- *Build on growth in doctoral completions;*
- *Increase PGR recruitment – through development of a new EdD, more targeted international recruitment and increased number of research council-funded students;*
- *Continue to generate research income;*
- *Build on the projects developed through the IRCPD partnership as a model to address critical teaching and learning issues, develop greater engagement with local user communities/policy makers and foster national/international impact;*
- *Increase international collaborations to generate international impact with user communities;*
- *Develop interdisciplinary research opportunities with measurable impact.*

2. People

Staff

IREd's institute membership includes five full members (Goodwyn, Hopkins, Maylor, Price, Wearmouth) and 10 associates (Bates, Belas, Butler, Connolly, Hudson-Glynn, Lindley, Malcolm, Nethercott, Pritchard, Thompson). Associates include four ECRs, three with doctorates from UoB since 2014.

Staffing strategy

IREd's goals in progressing the institute are taken into consideration when new education academics are recruited to schools within the Faculty of Education and Sport.

To fulfil IREd's need for a quantitative expert a **post-doctoral research fellow** (Ahmed) was recruited (with QR funding of £28,000 p.a.) for a fixed-term (2016-2018) to support PGRs' and ECRs' quantitative skill development, enhance quantitative consultancy opportunities and strengthen research proposals requiring complex quantitative analyses; an example of which is a collaborative bid with Liverpool John Moores University to evaluate the potential of web-based annotation tools to improve the accuracy, efficiency and learning outcomes of assessed practical science activities at A-Level, submitted in 2017 to the Wellcome Trust. Quantitative bids were also submitted to Leverhulme and the Department for Education (DfE).

To facilitate opportunities for ECR engagement in IREd's research activities, career opportunities and decision-making, IREd's associate membership was expanded in the academic year 2018-19 to include academics with recently awarded doctorates.

Staff development

IREd is committed to the Concordat to Support the Career Development of Researchers (2019 - <http://www.vitae.ac.uk/policy/concordat>). Since REF 2014, much of IREd's staff development support has been aimed at increasing the number of staff with a doctorate, doctoral completions and examination experience, and to enhancing staff research capacity (e.g., submitting bids) and publishing skills. To achieve this a range of opportunities have been made available to ECR and mid-career staff, for example:

- Croft achieved her EdD in 2015 and was awarded £3000 IREd funding in 2016 for a project: *'The challenge of Teacher Subject Specialism Training: Growing a Supply of Inspirational Mathematics and Physics Teachers from Diverse Subject Roots'*. Preliminary findings were presented at the British Society for Research into the Learning of Mathematics conference (November 2017);
- ECR Fensham-Smith was awarded £1,000 for a pilot photovoice project with a home-education group in Bedfordshire;
- As a lecturer and PGR student studying play among autistic children for her doctorate, Kuegel was given an opportunity to conduct research about early years play resources for a small-to-medium-sized company that the University provided with consultancy support. Kuegel's (2015) report was entitled: *The use and value of 'The Play Doctors Reflect and Draw Expression Kit in a Tin'*. Innovation Bridge, University of Bedfordshire.
- Staff have presented their research at national (e.g., BERA, BELMAS) and international conferences (e.g., Thompson and Hopkins at AERA 2019), internal bi/monthly IREd seminars and Philosophy of Education, Society of Great Britain (PESGB) national seminars (hosted by IREd), and a national BERA English in Education SIG one-day conference in 2019 hosted in collaboration with IREd.
- Development of research bid capacity on large-scale projects has been supported through inclusion of ECRs in bids with senior researchers. For example, Thompson and Hopkins (both with expert FE knowledge but limited experience of bidding) helped to develop a bid with Carmichael focusing on choice and quality in FE submitted to the DfE/ESRC in 2017.
- Staff research expertise and access to external funding has been enhanced through targeted staff development workshops (provided by the University's Innovation and

Enterprise Service following liaison with IREd) covering grant funding, bid submission and project management.

- Supporting those ECRs with doctorates, but limited experience of doctoral supervision and examination, to take on these roles by:
 - i) Including them on supervisory teams with staff with completions and doctoral examination experience (Wearmouth, Goodwyn, Maylor). In this REF period, Butler gained two completions and Hopkins one as part of supervisory teams organised in this way;
 - ii) Supporting them to examine doctoral progression stages (see research students) and, where possible, acting as internal examiners. Such opportunities were afforded to Butler, Connolly, Hopkins and Thompson;
- Supporting ECRs (e.g., Connolly) to take on more responsibilities in IREd e.g., ethical reviews of internal research proposals.
- During his appointment (2016-18) IREd's post-doctoral researcher also benefited from career development as he completed the University's PgCert Teaching in Higher Education lecturer course.

Support for early career researchers

Education staff in SEEL and TE are supported to undertake doctorates and, subsequently, publish from these. For example, upon completion of his EdD, Moya was supported to present his work at external conferences (such as BERA; ESREA), submit two journal articles which were invited publications from his thesis, and subsequently he published three outputs:

- i) Moya, M. (2014) Reconsidering a strategy-based instruction (SBI) to teaching and learning another language using transferrable language learning strategies within a sociocultural framework, *Revista Electrónica Matices en Lenguas Extranjeras*, número 8. ISSN 2011-1177. Páginas 49-79
- ii) Moya (2015) Cognitive apprenticeship and structured debriefing as tools to develop reflective practice in initial teacher education, *Argentinian Journal of Applied Linguistics*, 3 (1), 5-13
- iii) Moya, M. (2015) El modelo de cognitive apprenticeship y la técnica de la charla estructurada como herramienta de reflexión en el desarrollo de las competencias profesionales en la formación docente inicial. *Diálogos Pedagógicos* 13 (25), pp. 76-85.

Moya was recruited to a lecturing post at the University of East London shortly after being awarded his doctorate. A year after completing his EdD, Moya had three more articles accepted for publication from his thesis. He had also written a chapter for a book about teaching modern languages to children to be published by Cambridge University Press [email from Moya, 1 July 2015, can be provided to support evidence].

Following his PhD by publication in 2014, Gardner was appointed senior lecturer for teaching and research at Curtin University in Australia.

Two staff (Kuegel and Kikabhai) secured lecturing posts at the universities of Sussex and Bristol respectively, after completing their doctorates in 2017 and 2018 respectively [reference provided for both posts].

IREd's mentoring scheme (ROSA), led by Wearmouth allows for ECRs and mid-career researchers to be allocated to a senior, internationally recognised researcher who reviews (at

various points in the year) their annual publication plans and future research targets and provides essential support to enable achievement of their stated goals. ROSA mentors use their expertise to help to build ECR/post-doctoral capacity in undertaking research, developing research leadership and project management skills, and enhancing ECR ability to submit research bids, prepare and submit conference abstracts, write papers and present at conferences. The mentoring process (bolstered by workshops/seminars) also provides ECRs with insights into achieving research impact.

Research students

PhD Recruitment

Since 2014, IREd has recruited 48 doctoral students, 13 full-time and 35 part-time, most home/EU funded. IREd's recruitment of international students was negatively affected by changes to UK government visa regulations for international students, introduced in 2014/15.

Research Council studentships – IREd recruited one full-time research council (AHRC)-funded student in 2016 (see above).

Training

In addition to Research Graduate School induction of new PGRs, IREd provides research materials and training covering theoretical and epistemological frameworks, research methods, data analysis, presentation, ethical issues and thesis writing. These are supplemented with three research awaydays which provide intellectual stimulus, discussion and feedback on research, written and oral presentations and specific skills to support researcher development. Sessions also cover the demands of the viva, career development, writing for different audiences, securing funding, and building an academic profile/career. Joint PGR training with other research institutes in the faculty provides students with access to a wider range of staff expertise, research methodologies and interdisciplinary research approaches.

IREd has also funded students to attend external training in specialised data analysis (e.g., QSR qualitative data analysis) alongside doctoral training summer schools run by the ESRC in Bristol, conferences and seminars early in their studies, before attending as presenters themselves.

Supervision

Each supervision team includes two staff with doctorates. One must have PGR completions. Additional supervisors and external advisors are appointed as required.

Monitoring and support mechanisms to advance student progress and completion

Individual PGR training, progression and completion needs are monitored by supervisors (throughout the year) and the Research Graduate School (RGS) (annually and via supervisory meeting records uploaded to a central system by students after supervisory meetings).

The RGS facilitates and ensures regular contact between supervisors and students through a virtual environment, which creates and stores records of learning and additionally provides a platform for regular interaction between supervisors, supervisees and the RGS. Supervisors attend supervisory training delivered by the RGS at least once every two years. Supervisors meet PhD students at least monthly, and outcomes are recorded. Doctoral students are supported to progress through two progression points, requiring written reports of 10,000 and 25,000 words at six months (FT or 11-12 PT) and 16 months (FT or 22-25 PT) respectively. Specific requirements are augmented with RGS online training. Progression point two forms the upgrade from MPhil to PhD. Both stages are reviewed by two reviewers and include a public presentation and defence of the student's work. Where students may need additional support, supervisors can initiate a

formal academic progress meeting, which is minuted, independently chaired with additional support measures put in place.

Doctoral completions

Since REF 2014, there were **25.5** doctoral completions: 15.5 PhDs, two PhDs by publication and eight EdDs. See table below.

Award by type	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Total
PhD	1.25	2.25	3	0.25	5.75	2	1	15.5
PhD by publication	1			1				2
EdD	1	2	2	1	2			8
Total	3.25	4.25	5	2.25	7.75	2	1	25.5

Student skills development and preparation for future careers

See above for internal opportunities for students to present their research-in-progress. PGRs and ECRs can apply for IREd QR funding (see infrastructure) to attend external conferences to support development of their presentation skills, academic writing/publication and networking skills. As part of the IREd mentoring process, internal PGR staff are supported to write for publication with some having outputs in edited collections led by, for example, Wearmouth and Goodwyn (2019), Wearmouth and Lindley (2021).

Our collaborative doctoral partnership (CDP) student, Francois has had additional opportunities to experience day-to-day working at Tate Gallery via access to the Tate's teachers and learners programme, as well as engagement with artists, curators and art educators. The CDP funding supported Francois to strengthen her art academic practice skills by attending two courses: 'Decolonising Europe' in Amsterdam, and Sotheby's 'Art, Ethics and the Law' in New York in 2018. Both courses were instrumental in Francois devising workshops to support her doctoral data collection.

Equality and Diversity

IREd's commitment and approach to equality and diversity is exemplified as follows:

PGR recruitment, mode of study and teaching

The AHRC studentship (see above) was targeted at Black and Minority Ethnic groups and the recruited student (Francois) is Black Caribbean; a group who are the least likely to have their doctoral study funded through Research Council funding (Williams et al., 2019 - <http://www.leadingroutes.org>). Francois commenced as a full-time student but changed to part-time study with the support of IREd and subsequent approval by the University's Research Degrees Committee.

Throughout the assessment period 48 students studied for a PhD, professional doctorate or PhD by publication via both full (13) and part-time (35) modes.

Equality and diversity and PGR inclusion is further reflected in IREd's doctoral teaching provision (e.g., inclusion of culturally relevant/diverse and decolonised theoretical frameworks).

PGR completions

Of IREd's 25.5 doctoral completions, more were females (15) compared to males (11); most (17) studied part-time. The two PhD by publication completions were by men.

Completions were representative of a slightly higher proportion of home-based students identifying as White British (15) compared with 11 international students: Pakistan (two), Sri Lanka (two), Thailand (one), Saudi Arabia (one), Mauritius (one), Malawi (one), Nigeria (one), the USA (one) and one EU student from Poland.

Supervisory arrangements

i) Incorporating PGR gender and religious beliefs

IREd's commitment to equality and diversity is reflected in its doctoral supervisory arrangements. Gender and religious beliefs are carefully considered when allocating supervision teams. For example, Wedikandage (a Muslim female) initially had a male director of studies. This was changed to an all-female supervisory team when the student expressed this preference in line with her religious beliefs/expectations. Choudry (a Muslim female) was first given the option of an all-female team. However, she declined this offer and accepted instead a male director of studies and female second supervisor because she felt comfortable that she could share any female-related concerns with her female supervisor. Such a situation occurred at the MPhil/PhD transfer stage when the student shared with her female supervisor that she was experiencing challenges from her family regarding continuing with her doctoral studies.

IREd's commitment to equality and diversity gave these students the confidence to share how cultural expectations (pertaining to women studying) impacted on their studies. The two students successfully completed their studies in 2014 and 2019.

ii) Students with caring responsibilities

IREd's support for PGRs with caring responsibilities is reflected in its supervision arrangements. Supervisors supported two full-time, female doctoral students (Choudhry and Wedikandage) with new babies by holding meetings at each student's home or on campus with the baby attending if childcare proved an issue. Supervisory meetings for a third, full-time student (Darnell) with two pre-school age children were scheduled around her childcare arrangements. Supervisions were often slotted into a childcare timetable drawn up six to eight weeks in advance of a meeting.

For all three students, childcare/parenting responsibilities and restricted availability during certain times of the day were taken into consideration when supervisory meetings were being arranged, and flexibility in terms of supervisory availability was shown if the students needed to cancel and/or rearrange a scheduled supervisory meeting with no/limited notice.

iii) Flexible PGR study arrangements/meetings

IREd's equality and diversity and inclusion policy is further evidenced in its approach to students studying flexibly and remotely. For example, Usi, based in Malawi, was recruited to study on a part-time basis. His studies in Malawi were supported with supervision meetings held via Skype and phone conferencing (when the internet was down in his locality). Face-to-face supervision meetings were arranged around his employment at an NGO and when he was visiting the UK and Europe. Such meetings were at times tightly scheduled around a three-month visit or a short stay in the UK en-route to NGO meetings in Europe.

Supervisory meetings have operated flexibly, especially when international students returned home, for example, to undertake data collection. Given the time differentials, supervisory meetings have at times been held very early in the morning and/or late at night (UK time).

Study leave/sabbaticals

IREd staff have opportunities to apply for periods of study leave under the University's special leave policy to assist with, for example, writing up their thesis or completing a monograph.

Supporting flexible and remote working

Staff can work flexibly. Remote working is supported by online communication systems: Collaborate and Microsoft Teams.

At IREd Board meetings in 2020 PGR students reported feeling fully supported by the move to online supervision and PGR training owing to the Covid-19 pandemic.

Access to internal funds

IREd QR funding is open to all Education staff. To enhance ECR staff research capacity/careers, priority for accessing QR funding in this REF period has been given to staff:

- Who have not yet undertaken a formal research project outside what they may have done in a master's degree or doctorate;
- Whose research capacity would be enhanced by dedicated funding; and
- Whose research project will lead to the submission of at least one article to a peer-reviewed journal and to the presentation of the study and its findings at an IREd/faculty/external seminar/conference.

QR funding has also been used to support staff and PGR conference attendance with sums of between £300-500 available. Applications for staff conference funding are reviewed and prioritised according to researcher stage of development, thereby helping IREd to fulfil its aim of enhancing ECR development.

Supporting staff and PGR well-being

During her doctoral studies [name withheld to protect the student's identity], a PGR student experienced racism during her data collection which led to her experiencing depression and anxiety, and ultimately going on sick leave before interrupting her studies in 2019 for nine months. Returning to study in 2020, the student was further impacted by a Covid-19-related bereavement. The student was supported to interrupt her studies for a further six months. Prior to, and throughout the periods of interrupted study, the student was provided with extensive supervisory and research institute support (including phone calls enquiring as to her well-being) to ensure her welfare and maintain her sense of student belonging. This student's experiences of racism were instrumental in IREd reviewing the mechanisms it has in place to effectively support staff and PGR well-being. Underpinned by a social justice commitment to inclusion and equality of outcomes, the approach adopted to support this student now informs IREd's mentoring of its doctoral supervisors and the encouragement they are given to feel empowered to raise/discuss/have addressed racism and other protected characteristic experiences where they themselves need well-being support. Additionally, updates are sought from PGR representatives at IREd Board meetings about PGR well-being issues not brought to the attention of their supervisor, and how PGR well-being can be better supported, should the need arise.

Equality and Diversity in construction of IREd's REF submission

IREd's submission consists of 10 staff (six men, four women) that represent a mixture of ECR (two men), mid-career (four, of whom three are men) and senior researchers (four, of which three are women). Two staff (one woman, one man) are employed part-time. The submission is of staff predominantly identifying as White British.

Staff inclusion in this submission was reviewed against the University's Equality and Diversity Code of Practice (2019), then mapped against institutional and faculty data regarding staff with protected characteristics, research and caring responsibilities. The faculty report revealed that five staff in Education have a declared disability, but none have significant responsibility for research.

The faculty report led to IREd prioritising disability as a key staff characteristic that needs to be better understood alongside staffs' intersectional identities, and how staff with a disability can be supported/developed to become researchers with significant responsibility, and eligible for a future REF submission.

3. Income, infrastructure and facilities

Income

During this REF period, IREd has generated external research income of £288,000, derived from four UK funding streams: BEIS Research Councils, The Royal Society, British Academy (£126,443), UK-based charities (competitive process - £5,000), UK-based charities (£22,835), UK Central government/local authorities (£110,701), and international income from the NZ Ministry of Education (£22,936) through Wearmouth's funded consultancies, which builds on £50,000 received in REF 2014.

External funding for students comes from a range of sources, including international charities, governments, students' employers and students themselves.

Infrastructure

Across the REF period, £182,000 (£26,000 annually) of QR funding was allocated to IREd to support IREd's research culture. As part of establishing a high quality research and publishing culture in education, IREd has used its QR funding to build PGR/ECR staff research capacity through bursaries (e.g. a £15,000 bursary was allocated to Proctor's full-time doctoral study), a small-scale grants scheme (e.g. £3,000 each for up to five staff- beneficiaries include, for example, Croft, Connolly-submitted in this submission) to support ECR research projects with the expectation that they produce publications within 12 months of conducting their research. Funding can be used to buy out the staff member from teaching and/or cover their research travel and transcription costs (where applicable).

£56,000 of QR funding was used to fund a two-year, post-doctoral research fellow post to develop staff and PGR quantitative capacity through workshops and tailored one-to-one support.

QR funding has afforded 20 staff and all PGR's to contribute to the research environment through engagement and knowledge exchange in awaydays, networking activities and dissemination of research findings at national (e.g., BERA) and international conferences (e.g., AERA, ECER, EERA, ARLE - the International Association for Research into L1 Education, IACCM, Vienna) and to host external speakers (e.g., Gibbons, KCL; Berryman, University of Waikato, NZ).

Staff undertaking doctorates with the university can obtain fee waivers. 10 of the PGR completions in this submission benefited from a staff fee waiver (Barron, Croft, Dean, Edwards, Gardner, Hudson-Glynn, Kuegel, Layden, Mathew, Shea).

PGR/staff knowledge of open access requirements, accessing online resources and the institutional repository have been facilitated by training provided by a dedicated education librarian (0.3FTE).

IREd's research bidding/project management activity is supported by the University's Innovation and Enterprise Service (see staff development) and Knowledge Transfer Partnerships which led to research links with small-and-medium sized organisations (see contribution to the economy).

Facilities

IREd full-time PGRs have a designated desk, computer, and a separate telephone, with access to a shared printer; 'hot desk' space is provided for part-time students. PGRs have a dedicated online space (Collaborate) to communicate with other PGRs and their supervisors and have

access to research materials on the cross faculty Teams PGR site. University libraries are open 24/7 which help to support PGR research activities.

4. Collaboration and contribution to the research base, economy and society

IREd contributes to the development of Education as a discipline through its wide-ranging internal, (inter)national collaborations, publications, consultancies, and external networks supporting knowledge sharing as discussed below.

Internally, IREd members work with other research institutes to provide joint supervision for PGR students, review research and ethics proposals, and contribute expertise to joint projects and co-authored publications and proposals. This involves working with colleagues in Business, Psychology, Media and Performance, Health, Applied Social Research, Sport, Language Assessment and the CLE. Such collaborative working has, for example, contributed to doctoral completions in Business (Johnson, 2017) and Health (Akinbode, 2015) and an interdisciplinary project (Refugee legal aid) with the Law department.

Collaborations with academics in other institutions (national, international, local)

Wearmouth is a key international collaborator on improving Māori education in NZ and as part of this has an advisory role to the University of Waikato, Hamilton. Her work is central to the NZ Ministry of Education's goal of reducing underachievement amongst Māori students (see case study 1). **Goodwyn** has undertaken several collaborations with Australian colleagues, including McClean-Davies (University of Melbourne), Sawyer (University of Sydney) and O'Sullivan (Macquarie University) on studies about English teachers. **Hopkins** and **Maylor** have written collaboratively with colleagues in Finland as part of developing insights into the two education systems, and **Butler** has a co-authored chapter with colleagues in Kosovo, salient in enhancing teacher education provision.

Nationally, IREd members have a range of collaborations. For example, **Pritchard** has long-term collaborations with Worsfold (Brunel). This has involved developing authentic assessments, which have been incorporated across life sciences courses in Bedfordshire and Brunel, and findings presented at the Advance HE Teaching and Learning Annual Conference (2020). **Thompson** writes extensively about FE, with Wolstencroft at Liverpool St John's. **Maylor** collaborates with Wright at the University of Nottingham, which culminated in a journal article (2016), a book chapter (2018) and an invitation to write a book about young Black male resilience for a Routledge gender and education book series in the USA. Maylor was invited in 2015 to join colleagues at Sheffield Hallam, Oxford University, and the University of West of England to conduct an OFFA (Office for Fair Access)-funded study on the impact of student bursaries on student attainment. Maylor has well established links with Showunmi (UCL/IOE) which led to an invited collaborative presidential session with American academics, Baldrige (Wisconsin) and Stovall (University of Denver) at AERA (2020).

Research engagement with diverse communities and publics

IREd regularly presents its research to diverse communities and publics in the UK and internationally. For example, **Thompson** has presented at several ESREA conferences (European Society for the Education of Adults), including at the universities of Seville, Rennes, Verona and Coimbra. These conferences attract academics from all over Europe, as well as Canada and Australia. **Goodwyn, Maylor, Hopkins, Thompson** and **Wearmouth** have presented at AERA, which attracts a global audience and facilitates access to diverse local schools/communities. **Wearmouth's** collaboration with NZ academics has resulted in engagement with Māori teachers, students and parents (see case study 1). **Maylor** has presented at the RSA (Royal Society of Arts), Tate Gallery, and Birkbeck, each of which have attracted ethnically diverse and mixed audiences comprising academics, students, teachers, parents, policymakers and other users of research. **Goodwyn's** BAME teacher project, shared at an

IRCPD online seminar (2020) with local teachers in Bedford, attracted over 50 BAME teachers (<https://photos.app.goo.gl/pXoakgrd4tnV74rq7>).

Collaboration with external bodies and responsiveness to national/international priorities/initiatives

Hopkin's work on democratic citizenship and inclusion led to an invited submission to a parliamentary committee: Hopkins, N. (2017) Written Evidence to House of Lords Citizenship and Civic Engagement Committee [online] (CCE0016). Available at: <http://data.parliament.uk/writtenevidence/committeeevidence.svc/evidencedocument/citizenship-and-civic-engagement-committee/citizenship-and-civic-engagement/written/69337.pdf>

Maylor's work in education has informed both policy and practice and has led to her appointment to key national expert panels, reflecting the research impact of her work. Between 2014 and 2015 Maylor was an invited expert panel member for the RSA's investigation of supplementary school education ('*How can we re-envision the role of the supplementary school to best support ethnic minority achievement?*') London: RSA, and in 2016 she was an invited expert panel member of the Office for Fair Access (OFFA) BME Research Task and Finish Group concerning BME student access to HE. In 2018, Maylor's expertise in race and qualitative research led to an invitation to join the advisory board for a research project: '*The Geek as gatekeeper? Changing relations between gender, race and technology*', at Umea University, a three-year study (2019-22) funded by the Swedish Research Council. Maylor is an invited member of the UK Council for Graduate Education, Working Group (since 2019), reviewing BME participation in postgraduate research, and a member of the London Higher Tackling Racism Task Group, examining ways of tackling racism in higher education.

Thompson's research on building professional identity through agency in FE supports a Department for Education national priority area which aims to '*improve the quantity, quality and professionalism of teachers/trainers and teaching/training*'. Thompson's work is reflected in case study 2.

Research activity that impacts on the economy and society

IREd's research impacts on society are epitomised through fostering improved access to education and educational outcomes in schools and HE (inter)nationally through changes to policy and practice. This is evidenced through for example:

- i) **Pritchard's** research on collaborative approaches to sustainability resulted in the University of Essex contracting her in 2017 to support its staff. Subsequently, a university-wide sustainability team and strategy were created and formalised. Further research ('*Higher Education practices for C21st learning: A scoping review*', 2020), funded by the Foreign, Commonwealth and Development Office was presented to Advance HE (Nov 2020). Prof Tilbury (HMG), Commissioner for Sustainable Development and Future Generations, emphasised that "*I do believe the work is impressive and has the potential to effectively shape policy and funding going forward so higher education can be transitioned*". (Personal communication to Pritchard).
- ii) The NZ Ministry of Education funding of **Wearmouth's** international research partnership with University of Waikato colleagues led to publication of a co-authored book - Bishop, R., Berryman, M. & Wearmouth, J. (2014) *Te Kotahitanga. Towards effective education reform for indigenous and other minoritised students*, Wellington, NZ: NZCER Press - and development of culturally appropriate pedagogical practices and toolkit in NZ secondary schools to raise Māori secondary students' achievement (see case study 1);
- iii) **IREd staff** (e.g., **Butler, Hopkins**) collaboration with the University of Pristina (Kosovo) on a multi-year EU funded project aimed at improving teacher training by developing master's level teaching qualifications. As well as developing an outcomes-based education handbook for the University of Pristina, produced as part of the project, IREd

- supported the development of courses, and the capacity of members of staff at the University of Pristina to become research-informed teachers.
- iv) **Goodwyn et al's** (2020) national evaluation of the Chartered College Teacher pilot project (funded with £5,000);
 - v) **Moya's** (2014) doctoral research culminated in development and dissemination of a Strategy-based Instruction Approach to Teaching and Learning Modern Languages to train ab-initio Primary PGCE trainees.

IREd's relationship with research users has contributed to economic impacts fostered through UoB's Innovation Bridge projects which enable IREd members to provide consultancy research support to small and medium-sized companies. Examples include:

- i) **Wearmouth's**, (2015) publication: Effective SENCO: Meeting the challenge, McGraw-Hill Education, led to Dyslexia Matters (<https://www.dyslexiamatters.co.uk/>) funding Wearmouth £7,000 to help them increase access of their dyslexia training to a wider public. This was followed by an invited public lecture later published as a book chapter: *Wearmouth, J. (2020) 'Putting the dyslexic learner at the centre', in L. Peer & G. Reid (Eds) Special educational needs. A guide for inclusive practice, Ch 3, pp 31-47, London: Sage*
- ii) 2017-19 **Goodwyn et al** worked with Nutshell Marketing to develop 'Topic Heroes' software to help primary children write their own books and improve literacy at Key Stage 2, with a follow up evaluation of the views of primary teachers supported by Huddersfield Town FC;
- iii) **Belas and Hopkins** (2020) worked with Luton Citizens Advice Bureau to improve online access to their services amongst communities with limited/no technological resources.

Contributions to sustainability of the discipline

External examining

IREd contributes to sustaining the discipline nationally and internationally through numerous external examinations of master's degrees and doctorates. Internationally, **Goodwyn** has examined doctorates at six Australian universities (McQuarrie, Griffith, Edith Cowan, Sydney, Melbourne and Monash) and **Wearmouth** at the University of Wellington in NZ (2018). From 2016 to 2020, **Goodwyn** examined PhDs nationally at the universities of Bath Spa, Staffordshire, Liverpool, East Anglia, Bath, London, Durham, Exeter and Reading, and EdDs at Newman, Liverpool Hope and St Mary's. Goodwyn regularly examines Durham University's Master's in Education (2015-20) and has a four-year appointment to examine Brunel's Master's programmes (2019-2023). **Wearmouth** has examined PhDs at the universities of Manchester (2019), Derby (2020) and Hertfordshire (2017). Between 2015-2020 **Maylor** examined PhD's for the universities of Bristol, Lancaster, Westminster and De Montfort, and EdD's at Sheffield University and UCL/Institute of Education. Her expertise in race, led to an invitation in 2016 to be an external PhD supervisor by Goldsmith's College, University of London. She reviewed a new EdD with specialism options in teacher education and educational leadership at Maynooth University, Ireland (2016, 2018), alongside an MReS for validation at Edge Hill University (2014). **Connolly** examined PhDs at Reading (2019) and Bournemouth (2020), whilst **Pritchard** was part of an examination panel convened by the University of Bradford for the award of a Higher Doctorate of a professor (2020).

Indicators of influence, contributions to and recognition by the research base

IREd staff influence the education research base in various ways, and this is reflected in the recognition they have received, as follows:

Editorial Roles

IREd staff members are key contributors to the education discipline through the review process and editorships. For example, **Goodwyn** is on the editorial boards of *L1: Educational Studies of Language and Literature*, *English Teaching: Practice and Critique*, *The International Journal of Media Education*, *English in Education*, *English in Australia*, *Literacy*, *Learning Research and Practice*. He is lead editor on three international publications for the International Federation for the Teaching of English (IFTE):

- Goodwyn, A., Durrant, C., Sawyer, W., Zancanella, D. & Scherff, E. (2018). (Eds.). *The Future of English teaching worldwide and its histories: celebrating 50 years from the Dartmouth conference*. London, Routledge;
- Goodwyn, A., Durrant, C., Scherff, E. & Reid, L. (2016) (Eds.). *International perspectives on the teaching of Literature in schools; global principles and practices*, London, Routledge;
- Goodwyn, A., Durrant, C. & Reid, L (Eds.). (2014) *International perspectives on the teaching of English in a Globalised World*. London, Routledge.

Maylor is on the editorial board of the *British Journal of Educational Studies*, and on the editorial advisory board for the *Journal for Critical Education Policy Studies*. She is lead guest co-editor of the special issue (race and educational leadership) to be published by *Educational, Management Administration and Leadership* journal in 2021. **Wearmouth** is Editor for England of the Bloomsbury Education and Childhood Studies website of online peer-reviewed articles (<https://www.becs-bloomsbury.com/>). In 2020 **Pritchard** joined the editorial board of the *International Journal for Sustainable Development in Higher Education*. **Belas** is editor of the PESGB (Philosophy of Education Society of Great Britain) Blog, which is editorially reviewed and is a platform for research-informed work on philosophy and education.

Other influential roles

Goodwyn is convenor of BERA's English in Education SIG, trustee and research officer for the National Association for the Teaching of English and President of the International federation for the Teaching of English (IFTE) – a body that brings together the English teaching Associations in Australia, Canada, NZ, the UK and the USA. He has been instrumental in the organisation of IFTE conferences, in New York (Fordham University 2015), the UK (Aston University 2018) and Sydney, Australia (2020).

Hopkins is the Coordinator of the Bedford branch of PESGB, and in this capacity also performs a national role.

Participation on grant committees

Maylor was an invited panel member of the UKRI grant-making committee for research proposals, submitted as part of the UKRI ESRC Covid-19 funding scheme to address Covid-19 and ethnicity (October 2020).

Fellowships

Thompson was awarded a Further Education Teaching and Learning Fellowship in 2018 along with £14,000.

Goodwyn is a longstanding Fellow of the Royal Society of Arts for his research concerning English Education.

Maylor has been an invited Fellow of the Royal Society of Arts since 2010 for her work on ethnicity and education.

Prizes

Belas and **Hopkins**' joint authored article (2020) '*Subject English as citizenship education*', published in British Educational Research Journal, 45 (2), pp.320-33 was selected for the British Educational Research Journal's Editors' Choice Award (December 2020).

Goodwyn is a recipient of the Terry Furlong Award (National Association for Teaching English) for a distinguished contribution to research in English Education (2018).

Mistry (then a PGR student) won the best paper awarded by Management in Education journal, for an article entitled: '*Under-representation of males in the Early Years: The challenges leaders face*' (July 2014).

Membership of Research Council or similar national and international committees

Maylor served as a member of REF 2014's Education sub-panel and will serve for a second time in REF 2021, whilst **Goodwyn** is a consultant to the Norwegian Research Council.

Invited keynotes/lectures

During the review period IREd staff members delivered **23** invited keynotes discussing English education, diversity, inclusion and equality issues in the UK and internationally. For example, between 2015-2019 **Maylor** delivered keynotes about equality and diversity in educational achievement at the universities of Keele, Birkbeck, Chester, Plymouth, Bristol and the University of Medicine in St Kitts. A keynote by **Wearmouth** (2019) for the company Dyslexia Matters (discussed above) called for 'Putting the dyslexic learner at the centre'.

Alongside keynotes, IREd staff have delivered international workshops. For example, **Pritchard** was invited by the British Council to facilitate a HE workshop in Kenya involving university senior management and academics from across the globe (2018). This led to a subsequent invitation by the British Council to write a blog on its SPHEIR¹ site about 'Tools to measure student learning and lecturer development' in 2019, and an invite by Advance HE to lead a workshop on 'Measuring C21st Competences' at its annual Survey and Insights Conference in 2019, with its national survey expert (Jonathan Neves), and to also present at their Teaching and Learning Conference in 2020.

Refereeing academic publications/research proposals

Academic publications

IREd staff play a crucial role in reviewing academic outputs for nearly **40** international journals, such as: International Journal of Inclusive Education, the British Journal of Special Education (**Wearmouth**); Journal of Research in Post Compulsory Education (**Thompson**); European Journal of Pragmatism and American Philosophy, Journal of Philosophy and Education and philosophy of education conference submissions to BERA's annual conference (**Belas**); Research in the Teaching of English, English Education, Australian Journal of Language and Literacy, International Journal of Learning and Media, Journal of Education for Teaching, British Journal of Educational Technology, British Journal of Educational Studies (**Goodwyn**); International Journal of Qualitative Studies, BERJ, Journal of Education Policy, Ethnic and Racial Studies and Review of Educational Research (**Maylor**).

Research proposals

IREd staff play key roles in reviewing research proposals. For example:

¹ SPHEIR (Strategic Partnerships for Higher Education Innovation and Reform) is a Foreign, Commonwealth and Development Office funded programme to support HE transformation in Sub-Saharan Africa, Asia and the Middle East to facilitate students - HE access and employability and employers/societies labour market needs.

Goodwyn reviewed research proposals for the National Institute of Education Singapore between 2015-2020. He is an invited member of the Literacy Research Panel, the International Literacy Association (2017-20) and is the international research consultant on the Norwegian Research councils 'Extended teacher programme' (2017-2022).

Maylor is an expert reviewer for proposals submitted to the ESRC/UKRI (2018-2020); The Education University of Hong Kong (2017, 2019, 2020) and the European Science Foundation (2018, 2020).

In 2020 **Wearmouth** was invited by the Austrian Science Fund to review: '*Evaluation of Austrian Reception Classes*', and by the National Institute for Health Research, PG Stage (202025) '*The special study*' – *Special educational needs provision to improve child health*'.

Referee for Associate/professorial appointments

Goodwyn reviewed Associate professor/Professorial positions between 2016-2020 in the UK: University of Oxford (twice), Kings College London, University of Leicester, London Metropolitan University; Australia: University of Technology (Sydney), University of Sydney, Monash University, University of Melbourne, Edith Cowan University; Malta: University of Malta; the USA: University of Pittsburgh, University of Colorado; the National Institute of Education (Singapore) and Oranim Academic College of Education (Israel).

Maylor has reviewed professorial appointments for the universities of Edge Hill (2014), Suffolk (2015), Huddersfield (2016), Roehampton (2017), Chester (2018), UCL (2018, 2019), Sheffield Hallam (2019), London Metropolitan University (2019) and the University of the West Indies (2018).

Cooperation and collaborative arrangements for PGR training

Maylor has a collaborative doctoral partnership/AHRC-funded (2016-2020) doctoral student with Tate Gallery which was developed out of a longstanding relationship with Tate staff, whilst **Wearmouth** is a contributor to the University of Waikato, NZ's PG course in improving and enhancing education for Māori students.