

Institution: Bishop Grosseteste University (BGU)																											
Unit of assessment: 23 – Education																											
<p>Section 1. Unit context and structure, research and impact strategy</p> <p>The return from BGU to Unit of Assessment (UoA) 23 for REF 2021 is considerably larger than its submission for REF 2014. There are 56 outputs from 20.5 FTE members of staff are submitted, rising from the 21 outputs from 6 FTE staff in the previous exercise. The development of research culture and productivity at BGU reflects the wider growth in education-related programmes, postgraduate activity and research activity all of which have aided in the growth in volume and quality of research.</p> <p>1.1 Context and structure</p> <p>1.1.1 Departmental context</p> <p>The interdisciplinary Education subject field is located within four of the University's five programme portfolio areas:</p> <ul style="list-style-type: none"> • Arts and Humanities • Education and Lifelong Learning • Primary and Early Years Initial Teacher Education (ITE) • Secondary, Further Education (FE) and Teacher Development. <p>The awards across these areas include single and joint-honours undergraduate programmes, taught postgraduate programmes and doctoral provision (both PhD and EdD). Research and knowledge exchange (RKE) collaborations have also developed in these areas.</p> <p>1.1.2 Subject structure</p> <p>With a rich history since 1862 as a teacher training college, Education studies remains the cornerstone of BGU's learning and teaching offer and is its largest focus for RKE. University status was achieved in 2012 and the number of students enrolled on Education-related programmes has remained relatively high (Table 1). The provision spans a wide range of educational areas including:</p> <ul style="list-style-type: none"> • Teacher Education (at both undergraduate and postgraduate levels) • Early Childhood Studies • Special Educational Needs, Disability and Inclusion • Education and Professional Studies • Teaching English to Speakers of Other Languages (TESOL). <p>There is also taught postgraduate provision in Education, Education with TESOL, and Special Educational Needs and Disability.</p> <p>Table 1: Education-related Student Numbers (FTE)</p> <table border="1"> <thead> <tr> <th></th> <th><i>Apprentice</i></th> <th><i>FdA</i></th> <th><i>UG Single</i></th> <th><i>UG Joint</i></th> <th><i>MA</i></th> <th><i>PGCE</i></th> <th><i>PGR</i></th> <th><i>Total</i></th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>0</td> <td>451</td> <td>756</td> <td>302</td> <td>93</td> <td>543</td> <td>3</td> <td>2148</td> </tr> <tr> <td>2019-20</td> <td>0</td> <td>290</td> <td>860</td> <td>81</td> <td>219</td> <td>396</td> <td>19</td> <td>1865</td> </tr> </tbody> </table>		<i>Apprentice</i>	<i>FdA</i>	<i>UG Single</i>	<i>UG Joint</i>	<i>MA</i>	<i>PGCE</i>	<i>PGR</i>	<i>Total</i>	2013-14	0	451	756	302	93	543	3	2148	2019-20	0	290	860	81	219	396	19	1865
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1.2 Research and impact strategy

The research and impact strategy set out in the submission to REF 2014 focused on the six emphases outlined below. The work carried out during the current REF cycle shows a strongly developing research culture, supportive in helping all members of academic staff fulfil their research ambitions.

- **Measurable differences in educational research activity as a result of internal investment, research strategy and recruitment policy.**

There have been measurable positive changes in the level and overall quality of the Education research activity with over twice as many outputs (52 in 2021, 21 in 2014) returned by over three times as many researchers (20.5 FTE in 2021, 6.0 in 2014). This growth has been the result of internal investment (all but a very small number of staff are on teaching and research contracts) and recruitment focusing on research readiness as a selection criterion. Internal research funding has been used to pump-prime projects to help Early Career Researchers (ECRs) develop a coherent research programme and expand networks; the work of the Well-being and Workload Research and Knowledge Exchange Unit (RKEU) is a good example of this growth in activity.

- **Around 20-25 students expected to be engaged in doctoral study and plans to extend BGU's own master's level provision in education will be well-advanced**

Taught postgraduate provision has been enhanced through the development of the MA in Education programme (with 109 full-award graduates between 2014-2020; Table 2) and more recently the MA in Education with TESOL and MA in Special Educational Needs and Disability.

Table 2: MA in Education awards, 2014-20

	Graduate with full MA Award	Passed with Exit award (PGCert/PGDip)
13/14	25	4
14/15	11	2
15/16	18	1
16/17	15	1
17/18	13	1
18/19	9	2
19/20	18	4
	109	15

Doctoral study has continued to grow with an increasing number of completions (see section 2.2).

- **The proportion of staff holding doctorates to have increased and research-informed teaching and learning more evident within the curriculum**

The proportion of Education staff holding doctorates over the REF cycle has increased by almost 50% since 2014 – and includes doctoral completions from BGU / University of Leicester as well as other institutions. Research informed teaching has also developed because of this with several active research projects focused on teaching, particularly in Initial Teacher Education. In 2019-2020 there was a University-wide annual development target to embed research-based learning within curricula which led to a renewed focus on this in Education-related programmes. There has also been a significant rise in the number of projects led by staff with students as co-producers of research (see section 1.2.2).

- **Professors and Readers in education will continue to induct and mentor new and advanced educational researchers and to operate strategically in other ways**

Both formal and informal support has developed over the REF cycle. *Formal support* has been offered through various workshops. For example, one focused on academic writing for publication to help ECRs especially, and this has had a positive impact in relation to the quality of outputs for the REF 2021. Staff development sessions have also been provided on developing doctoral supervision expertise and on embedding impact into research projects.

Informal support has included one-to-one mentoring and small group coaching to help ECRs and more experienced researchers develop their work through targeted support. The growing strand of research and impact evident in well-being (see section 1.2.2 below) is illustrative, with a group of ECRs entering into dialogue with a Reader to consider the direction in which they wanted to develop their research and its impact. There has also been support from senior researchers in developing research bids, recently leading to funded projects with both the British Academy (£10,000) and Erasmus+ (€178,000). Two research community led initiatives have also developed – Theory and Chips is a group which meets monthly to discuss a piece of published research; and Writing Attack provides an opportunity for two-day writing retreats for anyone from masters level and above to focus on their own academic writing.

- **Further collaborative research partnerships will be established with HEIs and other partners**

Work has continued to augment pre-existing networks and to establish new ones. For example, Atkin has developed his network linked to Global Challenge projects with the University of Birmingham, Loughborough University, University of Nottingham, University of Oxford and University of Southampton. New networks have been established including involvement in the East Midlands Doctoral Network, establishing a new set of opportunities for research development at BGU as well as a networking opportunity for doctoral researchers.

The Well-being and Workload RKEU has established strong links with researchers in Denmark and Finland and has completed the initial steps to set up a pan-European special interest group in well-being and education under the direction of the Association of Teacher Educators in Europe.

Parrish has formed an expanding international research community focused on Self-Determination Theory and organised international seminar meetings and joint research projects. Lawrence is the regional coordinator of the Participatory Autism Research Collective and has extensive professional networks beyond academia particularly within parent and local authority activities.

- **Income generation in relation to educational research projects is expected to**

increase

Income generation has expanded over the course of the 2014-2020 cycle as set out in section 3.1 below and demonstrates BGU's growth and increasing maturity as a provider of Education-related RKE.

1.2.1 Output

The increase in research capacity since 2014 is evident from the growth in the number of active researchers (see above). In addition to the 20.5 FTE return from current staff returned there are three former staff also included in the submission. Whilst growing capacity for Education research, there has also been a drive to improve the quality of outputs. In REF 2014 37% of outputs were rated either 'nationally recognised' (1*) or 'unclassified' (U/C). In preparation for the submission to REF 2021 there have been attempts to eliminate possible 1* and U/C outputs and hence secure a larger proportion of 2* and above. This cycle has seen a rapid improvement and increased maturity of BGU's submission to the Education UoA for REF 2021 and reflects the success of the initiatives described above.

1.2.2 Impact and knowledge exchange activity

The institution's strategic objectives for extending its research footprint and impact through partnerships is expressed very strongly in the work of the Education UoA and its sub-themes.

- **Teacher Education in Thailand**

A research study examining ITE has led to far-reaching impact on policy and professional practice across Thailand. This has led to major changes to guidelines, expectations and standards of the Thai initial teacher education system. The most significant dimension has been the reduction in the length of undergraduate ITE programmes. The change in the curriculum will affect all of Thailand's undergraduate trainee teachers, as well as the country's 130 universities that offer the Government/Teachers' Council of Thailand accredited ITE programmes leading to 'licence to teach' status.

- **Well-being in Initial Teacher Education**

The significance of well-being in initial teacher education is important for ensuring successful completion of training by students. The Well-Being and Workload RKEU has carried out research across Europe and has developed materials to student teachers in relation to well-being – an Erasmus+ funded project is underway to create well-being toolkits for student teachers in Denmark, Finland and the UK.

- **Community Education and Futures Education in India**

Community engagement within this project drew attention to the potential role of education in supporting engagement with, and potential benefits of smart cities and urban observatories. Workshops were attended by universities and schools – with schools particularly keen to take up the sustainability imperative and work with their students examine how smart city data could be used to identify economic and societal development opportunities.

- **Autism**

Engagement with autism stakeholders has led to a range of impacts. Parents have been influenced through presentations, social media and publications, leading to greater understanding of issues which affect them and their children, and providing practical advice for engendering more positive outcomes. Teachers have been supported, adding to their

awareness of issues relating to the inclusion of autistic children in educational contexts, and including tools to aid teachers in their classroom roles. Wider impact has been secured through the media, local networks, and an arts-based project.

- **Equality and ethnicity**

Ongoing research has led to several impacts about challenging inequality and promoting equality in education. Opportunities have been created to understand the experiences of black and minority ethnic students and to encourage them to increase their involvement in university activities. These run in parallel with raising awareness of issues from engagement with staff and students through the Students' Union and curriculum development. Wider impact has been made through the development of website resources and engagement with the *Black History Month* magazine and museum through a curriculum development project with trainee teachers.

- **Rural Hybrid Energy Enterprise Systems**

This large EPSRC funded multidisciplinary project led by the University of Nottingham saw researchers at BGU focus on the work package 'community engagement'. The research led to a curriculum development tool designed to allow adult educators to provide programmes to address the gaps between awareness of and understanding of alternative energy systems and government policy.

- **Student research engagement and co-production**

Student involvement in the co-production of research is a typical feature BGU's Education research. Several projects have also been supported by internal funding by BGU's Centre for Enhancement in Learning and Teaching, through the Learning and Teaching Investment Fund and Student Engagement Innovation Fund with a total of £9,220 supporting 10 seed-corn initiatives since 2017-18. These have included *A Learning Community – what does it mean to you?*, *Supporting Paired Reading for Foster Parents*, *Investigating 21st Century Literacy in Primary classrooms: Children and student teachers' experience of learning in digital spaces* (2018-2019); *Capturing perceptions of Learning Communities*, *The PGCE Journey at BGU* (2019-2020).

1.2.3 Interdisciplinary research

Education researchers at BGU have been building the scope of their interdisciplinary and cross-disciplinary activity. In part, this reflects institutional ambitions to build research capability and capacity, but it is also the result of the increased maturity as a research provider. This submission embraces the eclectic nature of Education as an applied social science with interdisciplinarity highlighted in some examples of externally funded, collaborative projects with other universities to which BGU researchers have contributed.

- **Digital Urbanism & Diasporas: Walking the Cultural Heritage of Calcutta's Riverfront**

A project involving Cultural Heritage, History, Education and Geography. The Education element focused on knowledge exchange and community engagement. The potential of education in schools and with adults to highlight the nature of and opportunities presented by cultural heritage. (Arts and Humanities Research Council AH/T005009/1)

- **Novel strategies for the recovery of deforested and degraded landscapes in the Amazon region: sustainable solutions for energy-food-water services**

A project involving Geography, Agriculture, Anthropology and Education. The Education element focused on knowledge exchange and community engagement. (Biotechnology and Biological Sciences Research Council and Newton Fund Brazil EP/M029212/1)

- **SMARtCitIES Network for Sustainable Urban Futures (SMARTIES Net).**

A project involving Geography, Risk Management, Social policy, Architecture, Town planning, Public health, Law, Business and Education. The Education element focused on knowledge exchange and community engagement, providing minority groups within urban society with a voice. (Economic and Social Research Council and Newton Fund India ES/P000517/1)

- **Rural Hybrid Energy Enterprise Systems**

A project involving Geography, Renewable energy policy, Remote mapping, Engineering, Business and Education. The Education element focused on the role of education in promoting renewable energy amongst the wider population – schools and in adult education. (Engineering and Physical Science Research Council and the Department for Science and Technology, Indian Government. EP/J000361/1)

The University's RKEUs provide a focus for research in Education. They also reflect the interdisciplinary nature of research within this submission. Examples include *The Ordered Human* RKEU which brings together researchers from UoA 31 – Theology and Religious Studies with Education researchers and has led to symposia and publications considering the educational potential of the works of Robert Grosseteste.

The *Literature and Literacies* RKEU spans the Education and UoA 29 – English Language and Literature with a focus on children's literature; and the *Philosophy and Theory of Research* RKEU combines Education with researchers from UoA 31 and also from UoA 28 – History with an emphasis on philosophical underpinning and theoretical orientations in research.

The interdisciplinary nature of much of the BGU's Education research also aligns with the university's interdisciplinary education programme structures. This is particularly clear in the Education Studies programme with students often combining with another joint honours subject field (e.g., Education Studies and Mathematics, or, Education Studies and Psychology).

1.2.4 Income

As part of a wider institutional imperative, Education researchers have aimed to increase grant capture primarily through securing its first Research Council funding and through other grants to support its growing profile for research, knowledge exchange and related projects. Pump-priming, student-research engagement and RKEU projects have also been supported by internal funding from either the Research and Knowledge Exchange Centre or Centre for Enhancement in Learning and Teaching – see Sections 3 and 4.

1.2.5 Doctoral research

There has been continued development of BGU's EdD and PhD provision throughout the current REF cycle reflected in the significant increase in supervisory capacity and scope. This shift has been supported by a larger researcher development programme internally and active membership of the East Midlands Doctoral Researcher Network. Chaired by BGU in 2018-19, the University hosted the annual conference attended by 200 doctoral researcher delegates from De Montfort University, University of Derby, University of Leicester, University of Lincoln, Loughborough University, University of Northampton, University of Nottingham and Nottingham Trent University.

1.2.6 Strategy for post-REF 2021

The present REF cycle has been crucial for the growth, development and maturation of Education research at BGU. The emphasis for the next planning period is to consolidate this emerging expertise and ensure that all researchers can develop their expertise further still, whilst also nurturing new ECRs. Core structures and processes have been established to support expansion and further improve the quality of research activity. A key priority will be the enhancement of the impactful research and links to existing and new knowledge exchange activities. Therefore, the main elements of the strategy for the development of Education research from 2021 onwards are as follows.

- **Development of quality and quantity of research supported by a new researcher development unit**

There is a pressing need to expand Education research and to support individuals and emerging research teams in maturing further the quality of their research, whilst also encouraging and nurturing new ECRs as they pursue their RKE aspirations. These aims will be underpinned by the development of a new researcher development unit which will provide both group and individual support through developmental sessions, mentoring and coaching at all levels.

- **Development of the impact/KEF agenda**

Education researchers will work to embed the concept of impact within research projects more widely and give advice and structures / resources to support all researchers understand the role and nature of impact within their emerging research themes. The same opportunities will be provided in relation to the KEF. This will also be supported by the researcher development unit, and where requested, more targeted mentoring.

There will be a more explicit strategy for engaging stakeholders beyond academia as well as raising BGU's profile within the academic education community. This will entail work with RKEUs and on an individual mentoring and support basis.

- **Development of activity in RKEUs**

The RKEUs will play an increasingly important role in supporting researchers in specialist areas and in developing the research environment through the development of seminar series, external speakers, and informal mentoring. They will also be pivotal in the development of doctoral researchers and in developing grant income to develop further research and partnership opportunities.

- **Continued development of PGT / PGR**

The 2014-2020 REF cycle has seen a rapid growth in doctoral researchers and postgraduate taught programmes. This managed expansion requires ongoing development of the supervisor base to consolidate the existing portfolio and to sustain further growth of doctoral research. The University will seek to expand its PGT offer, including the development of a PG Cert in Doctoral Supervision to support the growth and quality of our research support.

- **Development of core resources**

As Education research evolves it will be essential to ensure that the core resources match the growth. This is particularly the case in relation to the library where the University will extend the spread of available materials, especially in the case of academic journal availability. Appropriate resource coverage and availability are key elements of the ambition

to achieve Research Degree Awarding Powers, and of the ability to submit consistently high-quality academic publications.

Moving into the next REF cycle, it will also be necessary to extend the senior researcher base to help with mentoring and capacity building. To ensure that Education researchers can consolidate and develop their research activity, the Workload Allocation Model will continue to ensure sufficient time for consistent RKE engagement.

- **Further expansion of research income**

The 2014-2020 cycle has provided a strong platform for further funded research opportunities. We intend to expand research income further by supporting more bid writing by emerging research teams whilst also developing impact and knowledge exchange activity and funding. This will be achieved by increased mentoring and support by senior researchers in helping individuals / teams / RKEUs identify suitable research funding when available and then working with them to develop and refine research bids, particularly in relation to research council, British Academy and Leverhulme grants.

- **Development of further external engagement and network development**

As researchers develop their work, they will continue to be supported in their external engagement and networking activity through internal funding of RKE such as conference attendance and network workshops. A regular research newsletter is being developed which will advertise potential opportunities that may be of interest to Education researchers to encourage further external engagement and networking.

Section 2. People

The staff included in this submission are increasingly research active, evidenced in the greater quantity and improved quality of outputs in REF2021 when compared to REF2014. The impact case study threshold has also been met and shows the development of networks regionally, nationally and internationally to further develop research activity and non-academic impact.

2.1 Staffing strategy and development

The approach to staffing for Education research at BGU has been to increase the number of research-active members through both recruitment and the development and support of staff. All staff are encouraged to develop their RKE activities, and support is given in research time and through doctoral programmes for those at early stages in their research journey as well as the support from more experienced colleagues (see section 1.2). A large number of staff are currently pursuing their own doctoral studies, with regular completions now occurring to expand the proportion of staff who will be eligible for return in the next REF cycle whilst also enhancing the pool of potential research degree supervisors.

Table 3: UoA permanent staff establishment (FTE)

	Submitted	Professor	Reader	Senior Lecturer/ Lecturer	Doctoral Supervisors
REF 2021	20.5	1	1	18.5	14

* Note: the output of 3 further former member of staff are also submitted

The submission is strengthened by the contributions of three former full-time members of staff who worked at BGU between 2014 and 2020 (i.e. Hemstock, Hill and Puttick). During the REF cycle one of the Readers also applied successfully for a Personal Chair (Wood).

Opportunities for researcher development have also been pursued actively through external service on committees and panels, peer review of research for journals, and internally through involvement on institutional research committees and sub-groups working on strategy and policy. In addition to the RKEUs mentioned in section 1.2.3, other RKEUs have been developed by members of the Education UoA, specifically, *Well-being and Workload* and *Higher Education Policy and Practice*. These groups contribute to staff development through cultivating collaboration, interdisciplinary activity, project development, event planning, bid writing, and mentoring of early and mid-career researchers.

2.2 Postgraduate research

The development of doctoral student research provision within the Education UoA has continued, with a larger supervisor base and an increased number of applications and doctoral researchers. Doctoral research projects are typically supervised by both Education and interdisciplinary teams. Increased supervision capacity involving Education staff during the current REF cycle is shown below:

Table 4: Conferrals

Conferrals	To 2017-18	2018-19	2019-20
Per year Total	6	4	7
Per year Academic staff	2	1	2
Per year Non-academic staff	4	3	5
Accumulative Total*	6	10	17

Table 5: Recognised doctoral supervisors

	No. of first supervisors	No. of second supervisors
2014	2	8
2020	6	8

The development of a larger and broader supervisor base has provided the capacity to support a growing number of doctoral researchers who span both the PhD and EdD programmes and who are developing research in several areas. Examples include:

- Constructing scientific knowledge in the classroom: a multi-modal analysis of conceptual change and the significance of gesture – Callinan, PhD, 2014
- Capturing the struggle: understanding the metacognitive strategies for academic writing of mature, work-based learners at University – Mason, PhD, 2017
- Perceptions of dyslexia held by students with dyslexia and teachers within a secondary school – Majer, EdD, 2018
- Describing Elusive Educational Practice: What is teacher presence and what characteristics of the phenomenon do teacher practitioners in English primary schools describe? Paige, EdD, 2020.

The support structures for the doctoral students have also grown, with both internal development seminar series, and the use of the University of East Anglia doctoral webinar series. All doctoral researchers are supported through a funding system which is available for

conference attendance and specialist training, regardless of whether they are self-funded or scholarship recipients.

Doctoral researchers involved in learning and teaching activities are encouraged to gain Associate Fellow status with Advance HE and are supported in gaining teaching experience during their study period. Doctoral researchers are employable on completion of their studies and some have secured positions, both post-doctoral and academic faculty, in other UK universities.

2.3 Equality and diversity

Equality and diversity (E&D) are overseen and reported at institutional level, with UoA-specific profiling monitored and evaluated as part of centrally directed REF Equality Impact Assessment (EIA).

The E&D data are reported in summary form in the Institutional Environment Statement, the EIA final report, and made available for audit as appropriate. Data are not given in detail in BGU's REF5b Environment statements with full protected characteristics profiling, given the relatively small numbers of staff comprising the submission to this UoA.

Section 3. Income, infrastructure and facilities

3.1 Income

The amount of income capture has grown substantially within the Education UoA, more than a four-fold increase, with the generation of Research Council funding consistent with the strategic planning set out in the REF 2014 submission (see section 1.2).

Table 6: Research income from UoA 23, 2008-2020

2008-2014	£88,000
2014-2020	£294,285

Examples of grant income include those listed below.

- **Thailand Education Project**

This research was funded by the UK Foreign & Commonwealth Office in 2016-2018 working with the Thai Ministry of Education to review initial teacher education (ITE) programmes in Thailand's Rajabhat universities. Atkin led the research with findings and recommendations shared with the Thai government in 2016 and the wider ITE community in February 2018. The findings led to several significant policy changes in ITE and is presented as one of the impact case studies.

- **PLAN International Cambodia**

Led by Pearson between 2015/16 and 2017/18, the PLAN Cambodia Baseline Study led to Integrated ECCD Programmes and a Design of Outcomes Monitoring System (£50,000)

Government of Brunei Darussalam Research Council funding (BRC 7): Education, Well-being and Nation Building in Brunei Darussalam: Community Engagement in Education (CEiE) – Principal Investigator on sub-project A: Building Quality Early Childhood Education in Brunei Darussalam. Includes collaborative project on Documenting 'Noteworthy' ECCD practices across the Asia Pacific region, co-funded with the Asia Pacific Regional Network for Early Childhood, UNICEF (Regional Office South Asia) and the Open Society Foundation.

- **Balance from 2014 (£81,047) – row 28 Rural Hybrid Energy Enterprise Systems RHEES)**

Atkin led the community engagement work package of this large EPSRC funded project [Grant No. EP/J000361/1 £3,217,331] focussed on local energy systems working together with national power generators. The project was replicated in India and funded by the Department for Science and Technology, Indian Government as part of a joint call for proposals under a 'Bridging the Urban Rural Divide'. Professor Michele Clarke from the University of Nottingham was the project Principal Investigator.

3.2 Infrastructure and facilities

3.2.1 Library

Education research has been assisted by the general expansion and development of University Library Service provision. Since August 2015, approximately £20k has been spent on 980 printed books and £24k on 380 electronic resources. The Modern Language Association's *MLA International Bibliography* was first acquired in 2015, the first subscription to Gale Reference Complete in 2017 (including access to Gale Literary Sources and costs around £5,000 per year), access to multidisciplinary collections and databases, such as JSTOR and Project MUSE, and, since 2015, access to the Cambridge, Wiley, SAGE and Taylor & Francis journal collections. Overall, BGU library subscribes to twenty-four collections and databases that cater for this Unit at a cost of about £150k per year.

The Teaching Resources Collection (TRC) is home to about 24,000 resources for primary and secondary trainee teachers, students intending to work (or already working) in educational settings, and students who are interested in children's literature. It has a dedicated Teaching Resources Librarian, who edits *The Four Corners* newsletter. This is the successor of *Hullabaloo!*, which also promoted children's literature and the TRC's children's literature collection between 2005 and 2019. During the REF2021 cycle, English department staff and students contributed to *Hullabaloo!* as writers, reviewers and editors, under the expert guidance of the current Head of Library Services, and the previous Teaching Resources Librarian. This collection stimulates the work of the RKEU Literature and Literacies, and hosts some of its activities and events.

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

4.1 Collaborative partnerships and networks

Over the 2014-2020 period, Education researchers have developed extensive national and international partnerships and collaborative networks.

- In the languages and English area, Parrish is a member of the Language policy special interest group within the British Association of Applied Linguistics, and Montgomery is a member of the English as an Additional Language Research special interest group in the same association. Rogers is a member of the Teachers' Reading Group in association with the UK Literacy Association and the Open University. As part of this work, teachers and students meet on 6 occasions across the year to develop case studies of effective practice which will be published on the website www.researchrichpedagogies.org to share innovative pedagogies based in research. She is also a member of the UK Literacy Association Special Interest group focusing on Digital Literacy which is a network allowing teachers and HE lecturers to discuss research on Digital Literacy.
- In mathematics education, Nye is a lead independent evaluator for the National Council for Excellence in the teaching of Mathematics (NCETM). This work has led her to evaluate the

impact of Mathematics Hubs and the quality of Continuing Professional Development on the teaching practice of Mathematics educators at a national level.

- Puttick is a recognised international leader in geography education and is a leading member of the national Geography teacher educators' network which influences the direction of initial teacher education in Geography at a national level.
- Lindley-Baker continues to be involved in and develop a national network centred on well-being in education and beyond <http://www.aguietplace.co.uk/>. This has led to support and collaboration with local communities/ schools, as well as local authority services.
- Vettrains has become an important member of the Team Academy UK Network which consists of practitioners (coaches and programme leaders) of Team Academy based methods in the UK, used primarily as an alternative pedagogic approach in Business Schools.
- In developing networks centred on participant involvement and democracy in education, Hill has been a long-standing member of the Collaborative Action Research Network and a Trustee of Human Scale Education.
- Quickfall, Clarke and Thompson are members of both national and international networks (BERA and ATEE) focusing on well-being in teacher training and have developed a strong network with partners at the University of Eastern Finland, UCC Copenhagen, and Leeds Beckett to develop this work further, including through the recent capture of an Erasmus+ project across the three countries to develop and evaluate well-being toolkits for teacher trainees and educators.

As with partnerships and networks, the Education researchers have increasingly been invited to take up committee and leadership positions in subject associations and societies as well as in other interdisciplinary contexts.

- In languages and literacy, Parrish is a member of the British Association of Applied Linguistics Language Policy Forum and chairs the local organising committee for the Language Policy Forum. Rogers is a regional representative for the United Kingdom literacy association.
- In developing insights into teacher work, Hounslow-Eyre is a founding fellow of the Chartered College of Teaching whilst Lambert is a representative for the Primary and Early Years Committee, and Wynn is Chair of Secondary Committee at UCET.
- Mathematics education has representation from Compton through her work with The Association of Mathematics Education Teachers (AMET) where she is the elected secretary. Kimber is the secretary of the Enrichment Executive Committee of the UK Mathematics Trust. Nye is the lead evaluator for the National Council of Excellence in the Teaching of Mathematics, reporting directly to the DfE on the impact of mathematics initiatives at a national level.
- Rimmer is a member of the Visual Arts Advisory Group – for The Collection: Art and Archaeology in Lincolnshire whilst Kerridge is a Soundlincs Executive Board member and a National Drama, Executive Board Member and Higher Education Representative.
- Relating to outdoor education, Gee is a member of the Recruitment & Retention Steering Group of the Fenland Opportunity Area and Fell-Chambers is the Voluntary Director of the Densholme Care Farm. In addition, a trustee of the Make it Shine SEND Charity.

- In areas of equity and participatory approaches to education, Peart is the convenor of the Social Justice Special Interest Group of the British Education Research Association. Hill is a CARN executive committee member and founding member of the British Educational Studies Association as well as being a trustee of Human Scale education.
- Working internationally, Abdulrahman is the chairperson of the 'Out of School' children sub-committee of the Arewa Educational Renaissance Initiative, Nigeria, and a member of the Islamic Philosophy in Conversation working group.
- Atkin is an Education subject expert of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications. Hemstock is a trustee of the Pacific Regional Federation of Resilience Professionals, working on resilience development in Pacific Nations against disaster and climate change.

4.2 Publication editorial positions and reviewing activities.

Members of the Education UoA fulfil several editorial positions. Clarke is an editorial board member for the *Support for Learning* journal, Peart was an editorial board member of *Race Equality Teaching* until it ceased publication in 2019, Wood is a member of the editorial board for *Management in Education*, and a member of the International Advisory Panel for *Educational Action Research*. Kerridge is a member of the editorial boards of National Drama's Magazine for educators and theatre practitioners and of National Drama's Online peer reviewed journal. Finally, Abdulrahman was the co-editor of a special issue of the *Journal of Contemporary African Studies*.

Members continue to be involved a large amount of peer reviewing for journal, showing a strong commitment to the wider research community, and review across a wide range of journals:

- Abdulrahman: *Journal of Contemporary African Studies*
- Atkin: *International Journal of Lifelong Education; International Journal of Research and Method in Education; Education + Training Journal; Journal of Further and Higher Education*
- Clarke: *TEAN journal; European Journal of Special Educational Needs*
- Elliott: *Journal of Further and Higher Education*
- Gee: *Journal of Adventure Education & Outdoor Learning*
- Kerridge: *National Drama Research Journal*
- Kimber: *Teaching of Mathematics and its Applications* (Journal of the Institute of Mathematics and its Applications); *Research in Mathematics Education; Journal of British Society for Research in Learning Mathematics*
- Lawrence: Communications, Palgrave MacMillan; *Research in Autism Spectrum Disorders*
- Maynes: Palgrave Communications
- Meredith: *Early Child Development and Care*
- Parrish: Routledge Studies on Global Student Mobility (book series); *International Journal of Education Policy and Leadership; Pakistan Journal of Languages and Translation Studies; Language Teaching Research (journal), TESL Canada Journal*
- Peart: Reviewer for Routledge books (since 2012); IoE/UCL books; Policy Press (University of Bristol); *British Journal of Special Education*
- Puttick: *International Research in Geographical and Environmental Education; School Effectiveness and School Improvement*
- Rogers: *Monster* publication for Palgrave
- Thompson: *TEAN journal*.
- Wood: *Journal of Further and Higher Education; International Journal of Lesson and Learning Studies; Journal of Educational Change; Educational Action Research; Management in Education*.

4.3 Conference and symposium organisation

Conferences have been organised by Education researchers both in the ULK and internationally:

- Quickfall co-organised the Sheffield Institute of Education Doctoral Conference at Sheffield Hallam University (2016 and 2017).
- Lawrence co-organised the Academic and Creative Responses to Death and Dying conferences at BGU (2020).
- Wood organised the East Midlands Doctoral Network Annual Conference at BGU (2018).

Larger international conferences were organised by:

- Hemstock International Symposium on Climate Change and the Role of Education. (at BGU - April 2019)
- Moana – Water of Life: Navigating Climate Change for Planetary Health. International conference hosted by the Diocese of Lincoln and the University of Lincoln. Both conferences had participants from around the world.
- Hill was involved in organising large, international conferences for CARN: November 2018 Manchester International Collaborative Action Research Conference (CARN) Voicing and Valuing: Doing and Daring CARN, Executive / Organising Committee Member; November 2017 Rethymno Crete International Collaborative Action Research Conference (CARN) Reflecting on Action Research in an Unequal World CARN, Executive / Organising Committee Member; November 2016 Lincoln BGU International Collaborative Action Research Conference (CARN) The 4 Ps: integrating the personal and political in Professional Practice; Principle Organiser on CARN Executive Committee October 2015 Braga Portugal International Collaborative Action Research Conference (CARN) and Action Research Across Disciplinary Settings CARN, Executive / Organising Committee Member November 2014 Newcastle International Collaborative Action Research Conference (CARN). Connecting Researchers, Connecting Communities CARN, Executive / Organising Committee Member.

4.4 Grant/project external peer refereeing/reviewing

There has been a small amount of project grant reviewing, mainly for large scale research funding organisations.

- Compton: Nuffield Foundation
- Atkin: ESRC peer review college member, reviewed grants for the European Horizon Fund, EPSRC, AHRC, Russian Science Foundation, and The Hong Kong Research Grants Committee
- Hemstock: European Union.

4.5 Awards, prizes, distinctions and fellowships

Education researchers have gained a range of awards and distinctions. In addition to Fellowship and Senior Fellowship of the Higher Education Academy / AdvanceHE, they include:

- Atkin: SMARtCitIES Network for Sustainable Urban Futures project was one of ten projects considered for the Newton fund India prize winner. It was the only social science project considered. Fellow of the Royal Anthropological Society.
- Gee: Visiting Professor, Nakhon Ratchasima Rajabhat University.
- Hemstock: IVETA (International Vocational Education and Training Association) 2016 World Conference Award for project having the most impact in the Pacific region (EU Pacific Technical and Vocational Education and Training in Sustainable Energy and Climate Change Adaptation); International Symposium of Climate Change Impacts in the Pacific – winner of the Springer-Verlag Science Publishers award for research with most impact in the Pacific region (2016); joint winner of the University of the South Pacific's VC's Prize for Research (creative works) 2014 & (project) 2016

- Mason: International Professional Development Association Prize was awarded for her doctoral research.
- Nye: Royal Statistical Society (Fellow), The Society for Education and Training (Fellow)
- Quickfall: Finalist Sheffield Hallam Three Minute Thesis – 2018 and 2019. Sheffield Hallam University, Research Image Competition, Summer 2018, won best research image prize.
- Whiteoak: Best Thesis Award from the British Leadership Management and Administration Society (BELMAS) (2014) for PhD Thesis as 'outstanding' and for its 'contribution to the understanding of educational leadership and policy'.

4.6 Keynote addresses and public lectures/workshops/performances/media

Since REF2014, there has been a large increase in keynote and other interactions with those beyond the university.

- Abdulrahman: *State of IHE Policy in Southern Africa* Zimbabwe Council for Higher Education, keynote (2020).
Interview with Muslim Scientists Europe (2020).
Television interview focusing on Islam school abuse (<https://www.facebook.com/globaljrnlst/videos/567004660728723/>) (2019).
- Atkin: *A review of initial teacher training in Thailand (2016/17)* Teachers' Professional Development: Competency Framework Conference, The British Ambassador's Residence, British Embassy Bangkok, keynote, (2018).
Community Engagement with Urban Observatories UK-India Joint Network on Sustainable Cities and Urbanisation in India. Kolkata, keynote (2017).
Internationalising Higher Education Higher Education Academy; 2014-15 cohort dissemination event, Birmingham, keynote (2016).
Smartcities - talking heads blog.
- Compton: STEM Education Centre London at the Institute of Education - Teaching Science and Mathematics Creatively with Young Children: Finding Opportunities, keynote and workshop (2014)
Enabling Creativity through Science and Mathematics in Early Years Education, symposium and workshop (2014)
- Hemstock: Springer Nature – “*SpotOn 2019*”, *The 2030 Agenda for Sustainable Development*. Invited speaker (2019).
Moana – Water of Life: Navigating Climate Change for Planetary Health. The Diocese of Lincoln and the University of Lincoln invited speaker (2019).
“*MODERN GEOGRAPHY: LET 'S TEACH IN GLOBAL CONTEXT - INTERNATIONAL DISCUSSION FORUM*”, in České Budějovice, University of Southern Bohemia, Czech Republic, keynote (2018).
- Mason: Think2Speak annual conference: Improving relationships and communications with a whole school approach, workshop (2017).
- Muir: Liverpool John Moores University, Diversity and Well-being, keynote (2018).
TEDx Brayford Pool Tea with Trans (what's on - and off the menu) - available on You Tube, (2017)
Manchester University Drama 'blog' on Tea with Trans (and weblink to You tube) (2017)
Tweets and blog posts by BGU in relation to Tea with Trans (2017)
- Parrish: *Self-Determination Theory: How it can help you thrive in uncertain times*.
BGU blog, retweeted by Center for Self-Determination Theory and posted on their Facebook page. (30/3/20).
BBC Radio Lincolnshire: Discussion of GCSE uptake of foreign languages. (27/2/19)
- Puttick: BERA Blog: <https://www.bera.ac.uk/blog/knowledge-exam-boards-and-school-subjects>.
- Quickfall: BERA blog published on PGCE well-being (<https://www.bera.ac.uk/blog/the-pgce-journey-wellbeing-and-workload>)

- Rimmer: *Academic and Creative Responses to Death and Dying* conference, BGU, workshop (2020).
YouTube channel: <https://www.youtube.com/channel/UCc0z-m2VrVaYYWEETv83lrA>
Website: www.johnrimmer.co.uk.
- Rogers: www.emmarogers.org.uk, twitter and Facebook accounts to discuss Primary English developments (2006 – current).
- Vettrano: British Academy of Management, 3-6th September, UWE, Bristol, workshop (2018).
International Drama in Education Research Institute 9, 2-9th July, Auckland, New Zealand, workshop (2018).
- Wynn: PGCE Wellbeing Conference at the John Moore University, Liverpool, keynote, workshop (2018).
BBC Radio Lincolnshire interview discussing PGCE recruitment (2016).