

**Unit-level environment template (REF5b)****Institution:** University of Brighton**Unit of Assessment:** C23 Education**1. Unit context and structure, research, and impact strategy****1.1. Unit context and structure**

This submission represents an expansion in volume and an increase in research excellence since REF2014. Seventeen staff (13.5 FTE) are submitted, compared with eight (7.3 FTE) in 2014. Submitted staff comprise: four Professors, one Reader, six Principal Lecturers, five Senior Lecturers and one Research Fellow. Thirteen are employed on full-time and four on part-time contracts, while 16 of the 17 staff have permanent contracts.

Our staff deliver research excellence and significant, far-reaching impact in a number of distinct areas, relating to the specialisms of our three *Research and Enterprise Groups* (REGs). The REGs, together with their current co-leads are:

- *Narrative and Biographical Methodologies in Education* (**Clough, Turvey**);
- *Teaching, Learning and Professional Lives* (**Allen, Marks**);
- *Voice and Participation in Childhood and Education* (**Hemming, Page**).

The REGs are based in the University's School of Education (SoE), an (Ofsted) 'Outstanding' provider of teacher education. A distinctive feature of the REGs is their combination of a strong theoretical and methodological focus, notably in the *Narrative* REG, with a significant focus on practice and policy in the *Teaching & Learning* and *Voice & Participation* REGs, exemplified in our two impact case studies [ICS\_Mentoring and ICS\_ChildRights]. The REGs provide a vibrant space within which staff collaborate in planning, conducting and sharing research and Knowledge Exchange (KE) activity. Another distinctive characteristic of our research, across the REGs, is a commitment to criticality, the importance of rights and voice, and progressive educational change. We act on this commitment through our involvement in over 50 partnerships and collaborations nationally and internationally, including in seven countries in Africa.

In its feedback on the unit's submission to REF2014, the sub-panel judged that '*some elements of the environment were conducive to producing research of internationally excellent quality in terms of its vitality and sustainability*', whilst a '*significant proportion*' of outputs were world-leading. Since REF2014, we have systematically deployed QR income and additional SoE investment to create a more vibrant and sustainable research environment, creating an upward trajectory of internationally excellent and world-leading research. For example, our narrative research, a recognised area of strength in 2014, continues to shape the field through both:

- Sustained innovations in narrative and biographical methodologies – eg **Goodson** et al.'s (2016) *Routledge International Handbook on Narrative and Life History*; and
- The deployment of such methodologies to provide significant insights into professional identity, equity and social justice – eg **Moriarty's** (2014) monograph *Analytical Autoethnodrama: Autobiographed and Researched Experiences with Academic Writing*.

**1.2. Achievement of strategic aims for research and impact**

Following the 2014 strategic appointment of **Hobson** as Head of Education Research, the strategic goals identified in our 2014 submission were refined, extended, and aligned with a new University of Brighton (UoB) Research and Enterprise Strategic Plan. The resultant four strategic aims for research and impact are outlined below, with evidence of their achievement.

**Strategic Aim 1: Increase the quality and volume of research outputs to strengthen research excellence.** One indicator of the increased quality and volume of our research is that twice as many staff now publish in leading international peer reviewed journals including the *British Educational Research Journal*, *Educational Studies in Mathematics*, *Oxford Review of Education*, and *Research Papers in Education*. A second indicator is that over half of our researchers have won prizes for their research (eg **Goodson's** British Educational Research Association [BERA]

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*John Nisbet Fellowship Award for outstanding contribution to educational research, 2018* – see Section 4.2) and/or published invited chapters in international research handbooks. The handbook chapters, shaping their respective fields, include:

- **Clough**'s contribution to early childhood education and inclusion (eg *The Routledge International Handbook of Philosophies and Theories of Early Childhood Education and Care*, 2016);
- **Goodson**'s work on refraction and educational and social reform initiatives (eg *The Routledge International Handbook of European Social Transformations*, 2018);
- **Hayler**'s contribution to the field of autoethnography, duoethnography and self-study (eg *The Second International Handbook of Self-Study of Teaching and Teacher Education* [Springer], 2020);
- **Hemming**'s research on religious citizenship in schools (eg *The Palgrave Handbook of Citizenship and Education*, 2018);
- **Hobson**'s work on 'judgementoring' and ONSIDE Mentoring (eg *The Wiley International Handbook of Mentoring*, 2020);
- **Page**'s contribution to early childhood education (eg *The Routledge International Handbook of Philosophies and Theories of Early Childhood Education and Care*, 2016);
- **Stephens**' work in narrative, life history and international education (eg *The Routledge Handbook of African Development*, 2018);
- **Turvey**'s research into educational technologies (eg *The Wiley Handbook of Learning Technology*, 2015).

A third indicator of quality and significance is that UoB education research is well cited by other researchers in its field (eg **Allen** 2018: 83 citations to date [Google Scholar]; **Hobson** 2016: 61; **Page** 2018: 38).

**Strategic Aim 2: Grow critical mass in established and emerging areas of excellence, and develop the next generation of education researchers.** Critical mass in our areas of excellence has expanded through two key initiatives: first, the strategic appointment of new professors and established mid-career researchers. Hence:

- New Professor **Clough**'s seminal work on narrative and fiction further strengthens established excellence around *Narrative and Biographical Methodologies*;
- The work of new mid-career staff **Page** (SL) and **Hemming** (Reader), on professional love, and youth and religion, has broadened and deepened expertise in our second established area of excellence (*Voice & Participation*);
- New Professors **Allen** and **Hobson** have strengthened what in 2014 was an emerging area of excellence around *Teaching, Learning and Professional Lives*, while **Allen**'s status as a quantitative researcher enhances the unit's methodological expertise.

Secondly, we have supported the development of staff at early stages of their research careers, notably **Barnes**, **Moncrieffe** and **Price**, who completed doctorates during the assessment period. The development of such researchers is a particular area of strength, with some staff nurtured, during the last decade or so, from UoB research students to leading national and international authorities in their fields. Amongst these, **Hayler** completed his UoB EdD in 2009; his monograph *Autoethnography, Self-narrative and Teacher Education* (2011) is regarded as a key text in the field, and his (**Hayler** and Williams 2020) duoethnography *Being a Teacher Educator in Challenging Times* provides another significant contribution. **Turvey** completed a Brighton PhD in 2011, has since published in leading journals (eg *Journal of Education for Teaching; Teaching and Teacher Education*), and his standing is reflected in the award of a 2019 *American Educational Research Association* (AERA) Presidential Session for his collaborative 'Innovation in Teacher Education' research.

**Strategic Aim 3: Increase the impact of our research on education policy and practice nationally and internationally.** Since 2014, our research has had an increased and significant impact on policy and practice in the UK and other systems. For example:

- **Hobson** and **Stephens'** mentoring research has shaped national teacher mentoring frameworks and the establishment/improvement of mentor training and mentoring programmes nationally and internationally, enhancing participants' professional development, well-being and retention [ICS\_Mentoring];
- Supported by a UoB *Research Impact Development* award (REF5a), **Robinson's** UNICEF-funded research into the Rights Respecting Schools Award (RRSA) directly influenced rights-based education in the UK, Finland and Norway, and Japan's national Schools Safety Promotion Programme [ICS\_ChildRights];
- **Wisker's** research on postgraduate supervision, also supported by a *Research Impact Development* award, has been adopted in supervisor development programmes in several UK, South African and New Zealand universities, contributing to the professionalisation of supervisor roles, and enhanced supervisory practice and quality of supervisees' research (see 4.3).

**Strategic Aim 4: Maximise the volume and diversity of research and KE income to build a sustainable environment and further support research excellence and impact.** From 2014-20, 14 of our researchers were PIs, securing 41 research awards (total spend £742k) from a wide range of agencies including the AHRC, Department for Education (DfE), ESRC, EU, Education Endowment Foundation, and Gatsby Charitable Foundation. We also secured £253k in KE income which generated new research and research impact. As well as supporting sustainability, our funded research and KE projects have contributed demonstrably to the development of:

- A vibrant research environment, with PIs and Co-Is presenting and discussing funded research-in-progress with colleagues and postgraduate research (PGR) students at REG meetings and our annual Education Research & Enterprise Conference;
- Significant research outputs – eg **Wisker's** collaborative ESRC award produced the outstanding article on South African HE students' '*encounters with coloniality*' (Timmis et al., 2019);
- New research impact of significance and reach (see 4.3 and Impact Case Studies).

### 1.3. Promoting interdisciplinary research, Open Access, and research integrity

We have achieved our aims and enhanced the environment by enabling interdisciplinary research (IDR) and creating a strong commitment to research ethics and integrity. Key vehicles for supporting IDR are UoB *Centres of Research and Enterprise Excellence* (REF5a), in which education researchers work with those from various disciplines in areas of common interest. For example, collaboration between colleagues in our *Narrative REG* and the UoB *Centre for Memory, Narrative and Histories* led to **Hayler** and **Moriarty** producing their important 2017 text *Self-narrative and pedagogy: Stories of experience within teaching and learning*. Other researchers conducting IDR include:

- **Stephens**, whose projects in Kenya and Tanzania, and publications (eg *International Education and Development: Culture, Context and Narrative*, 2018), combine Education and Development Studies;
- **Hemming**, Co-I on a Leverhulme-funded mindfulness study incorporating the disciplines of Sociology, Psychology and Human Geography;
- **Moncrieffe**, PI on an AHRC-funded 'Examining Civic National Values' collaboration with Arts and Humanities, Peace and Conflict Studies researchers.

Our research outputs also reach beyond the Education discipline. For example, **Hobson's** mentoring research is published in international handbooks (eg *The SAGE Handbook of Mentoring*, 2017) which are not specific to the field of education but address a wide range of disciplines. **Hemming's** outputs, in journals including the *British Journal of Sociology of Education*, *Journal of Youth Studies*, and *International Journal of Children's Spirituality*, are widely cited across disciplines including Childhood and Youth Studies, Human Geography, Sociology and Religious Studies.

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Staff are supported at unit and institutional levels to ensure outputs, including pre-publication versions of journal articles, are available via the UoB repository, PURE. Ninety per cent of articles and conference papers (with an ISSN) published in this Unit of Assessment (UoA) were Open Access compliant. Our researchers exceed REF Open Access policy requirements by making versions of their work available via academic networking sites: all 17 researchers returned have Google Scholar and/or Research Gate profiles.

The unit is committed to the *Concordat to Support Research Integrity*, in line with the University's Code of Practice. Within the unit, research ethics and integrity are overseen by (and a standing agenda item on) the SoE Research and Enterprise Committee (SREC). The unit's Research Ethics and Integrity lead is given a workload allocation for the role and sits on both SREC and the University Research Ethics and Integrity Committee. These structures, plus institution-level initiatives (eg regular Governance, Ethics and Integrity workshops in the *Researcher Development Programme*), ensure all staff comply with the University's Two-tier ethics approval process, and that research is conducted in accordance with appropriate ethical frameworks, obligations and standards, including GDPR. All Education PGR students have to complete a compulsory ethics and integrity training course, without which they cannot progress through their first Annual Progress Review. Ethics proposals are reviewed using the online ethics management system, BREAM (Brighton Research Ethics Application Manager), introduced in 2018 to help ensure transparency, consistency and rigour in ethical review.

### 1.4. Future strategic aims and goals for research and impact

The *SoE Strategic Plan for Research and Impact (2021-26)* encompasses four key Strategic Goals to further enhance research excellence, impact and sustainability:

- Continue to *grow critical mass* of research active staff and PGR students in our three areas of excellence;
- Further increase the number of education researchers publishing in *leading international journals*, and with international partners and co-authors;
- *Increase external research income*, with larger applications, more bids for UKRI funding, and more collaborative bids with international partners;
- Maximise the local, national and international *impact and global influence* of our research through consolidating and extending our partnerships.

These goals align with the University's *Research and Enterprise Strategic Priorities (2020-26)*, which commit, inter alia, to increasing external research and KE income, further investment in research mentorship, and increasing the volume and diversity of PGR students by, for example, doubling the number of studentships. Amongst the key means of achieving our goals, we will further grow critical mass and IDR by proactively nurturing education research in other Schools within the University. We will also nurture existing and develop new national and international strategic collaborations with both academic and non-academic partners. And we will establish a new programme of Visiting Research Fellowships, attracting world-leading researchers to further enhance the vibrancy of our environment and extend our national and international research networks.

Our strategic goals will be taken forward through the SREC and leadership of our REGs. Adaptations to the unit's means of achieving its future strategic goals will continue to be made, at least annually, to ensure they remain viable and continue to support research excellence and impact. In 2020, for example, planned expenditure that could not be realised due to COVID-19 was diverted to a new Doctoral Resources Fund, to mitigate the effects of the pandemic on PGR students' progress.

## 2. People

### 2.1. Staffing Strategy and Staff Development

**Staffing Strategy:** The increased volume and quality of this submission, compared with 2014, is associated with the realisation of a staffing strategy emphasising:



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- The appointment of researchers and research leaders in established and emerging areas of excellence;
- Support for the professional development of staff to facilitate excellence and impact;
- The retention and career progression of research active staff.

This strategy led to the appointment of five staff returned in this submission (**Allen, Clough, Hemming, Hobson, Page**), alongside 12 who were in post prior to the assessment period, nine of whom were not returned in 2014. Of those nine, three (**Barnes, Price, Moncrieffe**) completed doctorates since 2014, and six (**Canning, Edmond, Jones, Marks, Moriarty, Rudd**) have been mentored and supported to achieve research career progression.

The unit has ensured sustainability of the research environment, leadership succession planning, and gender balance in leadership roles through: the appointment of new Professors (**Hobson, Allen, Clough**) and mid-career researchers (**Hemming, Page**); and the provision of leadership opportunities. Each of our REGs has two co-leads, one of whom is a Professor or Reader, to create opportunities for collaboration, peer mentorship and leadership development. Three of six current REG leads are women, and female colleagues hold other research leadership roles including PGR Coordinator (**Page**, succeeding **Robinson**), ECR representative (**Barnes**), and Research Ethics and Integrity lead (**Marks**).

**Staff development:** In addition to leadership opportunities, researchers have profited from significant unit-level support consistent with the *Concordat to Support the Career Development of Researchers* and the *UoB Concordat Implementation Plan*, including the following initiatives.

- *Additional Research Time and Doctoral Study Time*, providing workload support for staff who are research active or following doctorates – beneficiaries include **Barnes, Edmond, Hayler, Marks, Moncrieffe, Page, Price, Rudd, Treacy** and **Turvey**.
- *Biannual Education Research, Enterprise and Scholarship Weeks*, providing sustained, uninterrupted time for all SoE colleagues to work independently or interactively on research/KE projects, outputs or funding proposals.
- *Writing and Bid-Writing Retreats*, attended by colleagues including **Barnes, Hobson, Robinson** and **Turvey**, to support the development of research outputs and bids for external funding.
- *Education Research Mentoring* (forerunner to UoB-wide scheme, informed by **Hobson's** research), with trained mentors supporting staff to enhance the quality of research outputs and funding bids (eg **Stephens** mentored **Moncrieffe**, winning AHRC funding).
- *Research and Enterprise Group* activities, providing opportunities for discussion and collaboration: for example, via the *Narrative REG*, **Goodson, Stephens, Hayler** and **Turvey** planned, shared and critiqued contributions to *The Routledge International Handbook on Narrative and Life History* (2017).
- *A Research Seminar Programme* and annual *Education Research & Enterprise Conference*, providing opportunities for staff to present and critique work, and engage with prominent external researchers (eg **Biesta, Sammons, Sikes**).
- *A Research Conference Support Fund*, enabling colleagues to present, network and explore potential external collaborations at national and international research conferences.

An ongoing commitment to these initiatives is reflected in the *SoE Strategic Plan for Research and Impact (2021-26)*.

Colleagues early in their research careers enjoy additional support from an SoE ECR representative and UoB ECR network led by a University ECR Ambassador, and can apply for annual competitive *ECR Small Grants* of up to £5,000 to undertake pilot research and/or fast track publications from doctorates. For example, **Barnes'** grant supported the development of her paper *Perseverance in mathematical reasoning*, which won the 2019 Janet Duffin Award (see 4.2).

We have enabled impact through mechanisms to promote engagement with non-academic partners. For example, new Enterprise/KE lead (**Price**) and Research Impact lead (**Stephens**) roles foster opportunities for KE funding and research impact with regional, national and

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international non-academic partners (see 4.1). Researchers including **Robinson** and **Wisker** have also been supported by the University's *Research Impact Development Fund*, enabling them to generate notable impacts from their research into rights-based education and postgraduate supervision, respectively (see 4.3).

Unit level support for staff development is complemented by other institution-level initiatives (see REF5a), including the:

- *Rising Stars scheme*, supporting **Moncrieffe** to achieve AHRC 'Changing the Story' research funding;
- *Research Sabbatical scheme*, leading to outputs included in this submission by **Hayler**, **Marks** and **Price**;
- *Researcher Development Programme*, including 35 annual workshops supporting researchers in planning and developing their research careers;
- *Research Development Officers and KE Managers*, who support external research and KE funding bids;
- *Research Impact Manager*, who supports researchers in building impact mechanisms into proposals;
- *Community University Partnership Programme (CUPP)*, building and sustaining relationships between the University and community partners.

**Career Progression:** School and pan-university support has enhanced colleagues' research and overall career progression. This includes mid-career researchers (eg **Hayler** and **Turvey**, evidenced in 1.2), and colleagues early in their research careers, notably **Barnes**, **Moncrieffe** and **Price**, who since 2014 have all *completed doctorates, published in international peer reviewed journals and won external research funding*. The success of the unit's staffing and staff development strategy is also reflected in: the increased volume and quality of outputs, with more than double the number of staff returned compared with 2014; and staff promotions (eg **Canning**, **Marks**, **Robinson**).

## 2.2. Research students

**Strategic Context:** A key means of delivering our strategic aims of developing the next generation of UoB education researchers and enhancing the sustainability of education research has been supporting staff to undertake postgraduate study. Hence, SoE colleagues have been provided with fee waivers and ring-fenced study time. In parallel, the vitality of the environment has been enhanced through attracting and integrating additional UK and international doctoral students.

**Recruitment and completions:** We have adopted recruitment strategies to encourage part-time study and diversify our student body. Most supervisors worked in practice/policy roles in education prior to or during their own doctoral studies; this is identified in their online biographies to encourage applications from mature learners seeking to combine study with work in education. Our advertisements for studentships also encourage applications from women and those from diverse backgrounds. Our research partnerships in Africa have supported the growth of a capacity-building joint Professional Doctorate (EdD) programme at the Mauritius Institute of Education (MIE), with its first conferrals in 2019.

We have achieved our PGR goals by securing *24.33 doctoral completions* (see Table 1), plus *four EdD conferrals from our MIE partnership* (not included in REF4 data). Recruitment to our UK PGR cohort was supported by six UoB-funded studentships, two students were supported by International Scholarships and several by their employing universities (eg Southampton, Malta). The PGR community is diverse, currently comprising 10 PhD and 18 Stage 2 EdD students (27 PT, 1 FT), of whom 16 are female and 12 male, and 5 are based in Mauritius.

Table 1: Doctoral awards in education 2014-2020

Conferral Year	Number of PhDs	Number of Professional Doctorates
2013-14	0	0
2014-15	1.00	2.5
2015-16	3.50	2
2016-17	1.00	2
2017-18	0.83	4
2018-19	3.50	2
2019-20	0.50	1.5
<b>Total</b>	<b>10.33</b>	<b>14</b>
<b>Grand total</b>	<b>24.33*</b>	

\*Excludes 4 MIE EdD conferrals.

**The PGR environment:** To provide a stimulating environment for research students (PGRs), we run a range of inclusive integration initiatives. Our PGR Coordinator and Brighton Doctoral College (BDC) have responsibility for monitoring PGR progress (via Annual Progression Reviews) and providing student support. Supervision is by a minimum two specialist supervisors with expertise in relevant areas, at least one of whom is based in the SoE. Specialist expertise is sometimes provided by another School or external individual; Mauritian students have one supervisor at MIE. PGRs participate in activities of our three REGs and contribute to the *Education Research & Enterprise Conference* and *PGR Conference*, which provide valuable opportunities to discuss their work and network with experienced and leading researchers. A SoE partnership team for MIE PGRs runs workshops, seminars and support during two-week visits to Mauritius three times per year (barring CV-19 restrictions).

**Training and support for PGRs and supervisors:** The BDC runs a PGR Development Programme designed to meet students' needs, identified via annual training needs analyses. PGRs have been supported by *BDC Conference Support Funding* to present at conferences in (eg) the Czech Republic, Hong Kong, and Vancouver. The PGR representative is a member of SREC, contributing to a standing PGR agenda item and wider discussions including those relating to REGs, to which all PGRs belong.

PGR supervisors undergo BDC supervisory training, refreshed every three years, and participate in annual 'Rules and Regulations' webinars. In 2013-14, 16 SoE staff were on the BDC supervision register, increasing to 22 by 2019-20.

**Student Satisfaction and Outcomes:** The 2017-18 PRES survey results for SoE show *high satisfaction with supervision* (88.9% compared with sector average 85.6%) and *research skills* (94.4%, sector average 85.9%). PGRs realise career progression and impact from their studies at UoB. Manning, completing a PhD on mentoring in FE, was subsequently appointed National Head of Practitioner Research and Development at the Education and Training Foundation, introducing a new national mentor development programme in 2020. Gungapersad is a Labour MP in the Mauritian assembly and party spokesperson on Education. SoE staff completing UoB doctorates have become leading researchers in their fields (see 1.2).

### 2.3. Equality Diversity and Inclusion (EDI)

Inclusivity is among the UoB's core values and underpins all activities. UoB is one of 17 institutions to hold a Bronze Race Equality Charter, is a Stonewall Top-100 employer, and will submit for an Athena SWAN institutional Silver Award in April 2021. The University's commitment to equality and capacity building is demonstrated in its *Concordat Implementation Plan 2020-22*, and validated by

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retention of its *HR Excellence in Research* Award (May 2020). Academic staff undertake mandatory *Equality and Diversity Essentials*, *Unconscious Bias* and *Dignity at Work* training. Line managers must complete *Managing Diversity* training, and those on appointment panels receive training on Interviewing and Recruitment. SoE colleagues are involved in numerous EDI initiatives, including the Widening Participation Outreach programme, and initiated/lead some UoB-wide activities including Menopause Café and decolonising the curriculum (**Moncrieffe**).

A core value of the SoE is its commitment to *education as a right for all learners, underpinned by a belief in social justice*. Our 2020 application for Athena SWAN charter mark status reflects this commitment. Both the SoE Senior Management team and the SREC are evenly-balanced in terms of gender, and women are as successful as men in gaining promotion. Over half of the staff in this submission who were promoted in the census period are female.

Our staff development policies (REF5a) ensure that career progression is not disadvantaged by issues of ill-health, disability, or religious, caring or family commitments, overseen by a School Equality and Diversity Committee, which carries out Equality Impact Assessments. The SREC adopts gender-sensitive procedures in identifying speakers for our annual Education Research & Enterprise Conference and Research Seminar programme, demonstrated in keynote lectures and seminars by prominent female academics (eg Sammons, Sikes, and Thomson).

Our *Voice & Participation* research includes a specific inclusion and diversity focus. **Moncrieffe** is a strong proponent of EDI within the university and more widely. He is *Fellow of The Chartered College of Teaching*, in recognition of his work on *Decolonising the Curriculum*, and Co-Convenor of BERA's *Race, Ethnicity and Education Special Interest Group*. He presented research evidence on Black history and cultural diversity in the curriculum to the *Women and Equalities Select Committee* of the House of Commons (2020). **Clough** is an internationally recognised authority on inclusion in education, his research influencing inclusion practices worldwide.

Consistent with our REF Code of Practice, *EDI were central to the preparation of this submission*. The Output Review Panel and UoA Leadership team reflect relevant expertise and gender balance, and members undertook unconscious bias training and calibration exercises to ensure judgements were fairly and consistently applied. A slightly higher percentage of female than male staff are returned with two or more outputs. To ensure a balanced submission with a diverse range of outputs, no more than three outputs were selected for any one researcher.

### **3. Income, infrastructure and facilities**

#### **3.1. Research funding and income generation**

During the assessment period, 14 different PIs were awarded 41 separate research grants totalling £742k in spend. Several of these were from organisations from which the unit had secured funding between 2008 and 2013, including the DfE (**Robinson**), ESRC (**Wisker**), and EU (**Edmond, Goodson**). In addition, we achieved our *strategic research aim of diversifying the range of funding bodies* for our research by making successful applications to bodies from which the unit had not previously secured funding. These included the Aga Khan Foundation (**Stephens**), AHRC (**Moncrieffe**), British Society for Research into Learning Mathematics (BSRLM) (**Marks**), Drinkaware (**Robinson**), Education Endowment Foundation (**Hobson, Marks**), and Gatsby Charitable Foundation (**Hobson**). These figures exclude additional research funding, secured just ahead of the 2020 census date, from the Leverhulme Foundation (**Hemming**), Education and Training Foundation (ETF) (**Hobson**), and Nuffield Foundation (**Marks, Barnes, Allen**), which demonstrate sustained growth.

In addition, and in line with our strategic aims, the unit secured £253k of *KE* funding, which also generated new research and/or research impact, from a range of external bodies including Brighton & Hove City Council (BHCC), ETF, and the National College for Teaching and Leadership (NCTL). This includes six grants, totalling £203k, for research and development (R&D) projects supporting the establishment of – and research into – ONSIDE mentoring programmes for teachers and head teachers in a range of regional, national and international contexts.



Our research funding reflects:

- The scale of the unit's research operation, in a SoE whose primary mission is the delivery of high quality initial and continuing professional development of teachers, which our research nourishes; and
- Our expertise in 'close-to-practice' research, and distinctive contributions in areas such as narrative and biographical methodologies, and neo-liberal education, which seldom attract significant research funding.

Furthermore, our research and KE funding have enabled the unit to achieve its objectives of delivering *rigorous, original and influential research outputs*, and *significant and far-reaching impact* (see 4.3 and Impact Case Studies). To illustrate the point and our effective use of funding:

- **Marks** and **Barnes**' (2018-19) BSRLM funding led to their innovative comparative synthesis of mathematics education research, finding that topic modelling provides a powerful methodological approach to research review (**Marks et al.**, 2020, *Research in Mathematics Education*).
- **Wisker**'s collaborative (2016-19) ESRC-funded research into students' experiences of transitions from rural contexts into higher education in South Africa informed the important (Timmis et al., 2019) publication in *Critical Studies in Teaching and Learning*, highlighting a lack of recognition of such students, and their potential to re-shape higher education.
- **Hobson**'s (2014-2015 and 2015-16) Gatsby-funded research informed the development of outputs introducing the ONSIDE mentoring framework (*International Journal of Mentoring and Coaching in Education*), and the 'mentoring substructures and superstructures' (*Journal of Education for Teaching*), which are enhancing mentor development and mentoring provision nationally and internationally [ICS\_Mentoring].
- KE funding from Osaka University facilitated **Robinson**'s contribution to the development of Japan's national Schools Safety Promotion Programme [ICS\_ChildRights].

It is important to our wider mission that our *close-to-practice research* also *significantly informs and enhances teaching and professional education programmes* within the SoE. For example, **Marks**' research on ability-grouping is widely used with PGCE, BA QTS and MA Education students, and **Page**'s research on professional love is a core element of the School's Early Years Education with Early Years Teacher Status and Early Childhood Education and Care programmes. **Turvey** and **Hayler**'s research into and support for student teachers' use of blogging (published in *Teaching and Teacher Education*) simultaneously and iteratively enhanced prospective teachers' professional learning and researchers' knowledge-production, exemplifying the mutually beneficial relationship between research and teacher education in our SoE.

We pride ourselves, too, on our research-informed support for education provision in our region, where the SoE is a key stakeholder. For example, through research and KE funding our researchers have supported: BHCC school admissions policy (**Robinson, Turvey**); the establishment of head teacher peer mentoring across East and West Sussex (**Hobson**); and a capacity-building lesson study initiative for developing mathematics teachers' CPD in schools across the region (**Barnes**).

### 3.2. Strategies for generating research funding

Amongst the various mechanisms established to support applications for external research and KE funding (see 2.1), two initiatives are pivotal to our recent, current and future successes. The first is our strategy of extending existing and developing new *collaborations with academic and non-academic partners*. This strategy resulted in successful collaborations (see 4.1), leading to external research funding, with:

- *Regional non-academic partners* – eg BHCC;
- *Other UK universities* – eg Bristol, UCL;
- *Overseas universities* – eg Kenyatta, Kenya; Johannesburg, South Africa;

- *Other international organisations* – eg Centre International D'Etudes Pédagogiques.

In keeping with our future strategic aims, the establishment or strengthening of such partnerships provides a firm foundation for collaborations on future bids and projects. Enhanced partnerships will grow from our good working relationships with funders and our timely delivery of excellent research and KE projects, which resulted in repeat funding, between 2014-20, from organisations including BHCC, ETF and Gatsby.

The activities of our REGs, and the *Teaching & Learning* and *Voice & Participation* REGs in particular, provide a second key mechanism for supporting funding bids. These provide the core groupings in which many of our research grant applications are envisioned, developed, supported and peer reviewed. It was through the *Teaching & Learning* REG, for example, that **Marks, Barnes** and **Treacy** worked on their successful bid to review the BSRLM 2003-18 Conferences Proceedings. Similarly, **Hobson** collaborated with **Stephens** through this REG to create an R&D model for supporting organisations to establish sustainable ONSIDE Mentoring schemes, leading to several funded projects.

The REGs also enable unique linkages to be established and sustained across research projects. For example, the *Teaching & Learning* REG activities nurtured the SEMESA project, which established and researched the mentoring programme for Kenyan teachers, led by **Stephens** (2015-17). This project was informed by **Hobson's** 2014-15 *Mentoring and Coaching Teachers in Further Education* and 2015-16 *Mentoring across Professions* studies, both Gatsby-funded, and acted as a prototype for subsequent ONSIDE Mentoring R&D projects. Such cross-fertilisation is also illustrated in the *Voice & Participation* REG, where **Wisker's** (2016-19) collaborative ESRC-funded research into transitions from rurality to Higher Education in South Africa, drawing on decolonial perspectives, stimulated discussions informing **Moncrieffe's** (2019) AHRC research exploring interpretations of civic national values of people in post-conflict settings.

Whilst the achievement of the unit's research awards has been facilitated by different elements of our supportive research environment, it is important to recognise, too, that those projects have contributed reflexively to the establishment of:

- A *vibrant* research environment – with PIs and Co-Is presenting and discussing research-in-progress with (and motivating) colleagues and PGRs at REG meetings and our annual Education Research & Enterprise Conference; and
- A *sustainable* research environment, demonstrated in the appointment of new Professors, researchers and future research leaders (eg **Allen, Clough, Hemming, Page**), and expanding expertise and critical mass in our three REGs.

### 3.3. Research infrastructure and facilities

Education research at UoB is governed by the SoE SREC, a sub-committee of the University Research and Enterprise Committee. SREC is responsible for managing research integrity, research staff development, career progression, and the *strategic deployment of QR funds*, with over half of UoB QR transparently streamed directly to Schools (REF5a). QR-funded activities that SREC supports are described in Section 2 and include the Education Research Mentoring scheme, competitive ECR Small Grant scheme, annual Education Research & Enterprise Conference, Writing and Bid-writing Retreats, and Research, Enterprise and Scholarship Weeks. SREC is also responsible for delivering the UoB *Implementation Plan for the Concordat for Researcher Development*, and for reporting annual progress against University agreed Key Performance Indicators.

Chaired by Deputy Head of School (Research & Enterprise), membership of SREC also includes the REG co-leads, Research Mentoring lead, Enterprise/KE and Research Impact leads, Research Ethics and Integrity lead, PGR Coordinator, PGR and ECR representatives, and UoB Concordat Implementation Group representative. The operation and membership of SREC provides overall coherence and ensures effective interconnectedness between the various constituent elements of the unit's and institution's research and enterprise infrastructure.

The key components of the unit's research infrastructure are the three REGs, which operate as *communities of practice around shared research activity*, with membership including PGRs, early- and mid-career researchers, and leading international researchers in their fields. The REGs support research activity in a variety of ways, including the provision of theory workshops, impact workshops, and writing for publication, and provide a safe space within which PGRs, ECRs and other colleagues can present and receive feedback on their work, including draft papers and ideas for research proposals. The REGs host the *Education Research Seminars*, at which UoB researchers interact with and are inspired by leading national and international researchers. They also provide a vital link between the teacher education and training and research and KE functions of the SoE, and a space where staff involved in these complementary activities share ideas and expertise to enrich the respective fields further.

An expert and experienced *Education Research Co-ordinator*, located in the SoE, provides dedicated support for all aspects of research activity. As outlined in Section 2, the unit-level research infrastructure is complemented by a range of support structures, facilities and initiatives at institution level. This includes dedicated *Research Development Officers* and *KE Managers*, who support the development and submission of proposals for external research and KE funding, and *Post-Award Managers*. The latter provide training for PIs in the effective management of research projects, ensure that research integrity, ethics and appropriate data management plans are in place, and provide tailored guidance on depositing open-source datasets on the Brighton Open Research repository and with UKRI data centres.

Since 2014, the university-wide research infrastructure has been improved in a number of ways that have supported and benefitted research in this UoA. Improvements include the establishment of the interdisciplinary *Centres of Research and Enterprise Excellence*, which provide additional resources and intellectual support for the growth of IDR, and the establishment of a University *Peer Review Panel* to improve the quality of applications for external funding.

The SoE is located in the purpose-built *Checkland Building* on the Falmer campus, comprising a specialist library, computer rooms, art and design studios, and learning and social spaces in which researchers, PGRs and other colleagues interact. Staff are provided with various forms of hardware and software to support research activity, including video and audio recording equipment, SPSS, NVIVO and EndNote, supported by the School's *Technical Manager* and team. Education researchers also benefit from access to and use of two specialist laboratories established in our neighbouring School of Applied Social Sciences on the Falmer Campus, namely the *Creative Methods Lab*, which includes specialist equipment such as eye-tracking technology, and the *Qualitative Research Laboratory* (QLab), which includes three discrete spaces to support qualitative research – formal and informal meeting rooms, and a dedicated transcription space.

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

##### **4.1. Research collaborations, networks, and partnerships**

Since 2014, our researchers have collaborated extensively across international and national arenas to establish or maintain approximately 50 research partnerships. The excellence and commitment of our researchers has delivered influential capacity-building initiatives in Africa, including Ethiopia, Kenya, Mauritius, Rwanda, South Africa, Tanzania and The Gambia.

Research partnerships exist at *institutional* and *individual researcher* level. At institutional level, a strong partnership has been established with the MIE, where a thriving post-graduate programme and critical mass of MA and doctoral researchers has generated a significant body of national research of value to Mauritius. At individual level, funded research projects have involved research collaborations with:

- *UK and overseas HEIs* (eg Bristol, King's, Leeds, Loughborough, UCL, Kenyatta, Fort Hare, Johannesburg, Tribhuvan);
- *Other national and international organisations* (eg Drinkaware, European Mentoring & Coaching Council, Centre International D'Etudes Pédagogiques);

- *National and international policy-makers and research users* (eg Action Aid Nepal, Aga Khan Foundation Canada, Child Hope UK, International Planned Parenthood Federation).

Our commitment to children and young people's rights, voice and participation, and to progressive educational change, are reflected in our researchers' involvement in international networks, including:

- **Robinson's** work with UNICEF and research partners in Norway and Sweden to promote children's rights in schools;
- **Moncrieffe's** involvement in AHRC *Changing the Story* initiatives supporting human rights education and youth-centred approaches to civic society building in international post-conflict settings in Kenya, Rwanda and Nepal;
- **Stephens'** expert contributions to the International Advisory Board of the AHRC GCRF Mobile Arts for Peace Network;
- **Goodson** and **Rudd's** establishment of an international Resisting Neo-Liberal Education Network; and
- **Turvey's** collaboration with King's College London and Columbia University New York in the *Centre for Innovation in Teacher Education* (CITED) network.

Amongst multiple *national research partnerships*: **Clough** is undertaking pioneering research on family literacy in prisons with Nutbrown (Sheffield); **Hemming's** important mindfulness research is conducted in collaboration with the Universities of Cardiff and Kent; and **Marks'** significant work on mathematics education has been undertaken with Hodgen (UCL) and Foster (Loughborough).

The vitality of our own and other HEIs' research environments has been further enhanced through *Visiting Professorships and Fellowships*. Visiting colleagues hosted at UoB include: Asplund, Karlstad University, Sweden (hosted by **Goodson**); Martinez, Universidad Autonoma de Barcelona, Spain (**Canning**); and Erasmus-funded Káplár-Kodácsy, Eötvös Loránd University, Hungary (**Hobson**). Meanwhile, **Goodson** has been International Research Professor at the University of Tallinn, Estonia; **Wisker** Visiting Professor at Free State, Johannesburg and Stellenbosch Universities, South Africa; **Allen** Honorary Research Fellow at Oxford University; and **Stephens** Senior Research Fellow at Rhodes University, South Africa.

#### 4.2. Wider activities and contributions to the research base, economy and society

Our researchers hold influential scholarly roles within the field of education research, including editorships of six important journals. Since 2014, we have contributed to the discipline through 45 keynotes at national and international conferences, and 14 contributions to learned associations and societies. Thirteen colleagues provided policy or external advice, six acted as peer reviewers for significant national or international bodies, and several won academic awards, prizes or fellowships.

Amongst *prizes and awards* for our researchers' contributions to the discipline, **Goodson's** longstanding and outstanding contribution has been recognised by: his entry into the *2000 Outstanding Intellectuals of the 21<sup>st</sup> Century* (2017); the *BERA John Nisbet Fellowship Award for outstanding contribution to educational research* (2018), and his induction as a *Fellow of the Academy of Social Sciences* (2019). **Goodson** and **Stephens** were included in *Who's Who in the World* (2018), **Stephens** became a *Fellow of the Royal Society of Arts* (2020), and **Moncrieffe** a *Fellow of the Chartered College of Teaching* (2020). **Marks** (2015) and **Barnes** (2019) were independent recipients of *The Janet Duffin Award for the Most Outstanding Contribution to Research in Mathematics Education*, while **Clough** was a *Children & Young People Now Family Support Award* finalist (2017) for his Family Literacy in Prisons (FLiP) project.

Amongst *contributions to learned associations and societies*, **Marks** has served as *BSRLM* Treasurer and Publications Officer, while **Moncrieffe** is a co-opted member of the *BERA Executive Council* and member of its Engagement and Membership Committee. **Wisker** has served on the *Staff and Educational Development Association* (SEDA) Executive Committee and chaired its Scholarship and Research Committee, and serves on the Governing Council of the *Society for*



Research into Higher Education (SRHE). **Goodson** served on the *International Advisory Committee of the Martin Luther Universität Halle-Wittenberg*; and **Hobson** has been appointed to REF2021 Sub-Panel 23.

UoB education researchers have also contributed significantly to the development of the discipline through editorship of the following journals:

- *Innovations in Education and Teaching International* (**Wisker**);
- *The British Educational Research Journal* (**Hemming**);
- *The International Journal of Education in Africa* (**Stephens**);
- *The International Journal of Mentoring and Coaching in Education* (**Hobson**);
- *The Journal of Early Childhood Research* (**Clough**);
- *The Journal of Education Policy* (**Goodson** – Founding Editor).

In addition, our researchers have guest edited *special issues* of international journals including *The International Journal of Early Years Education* (**Page**, 2017), and *The Journal of Education for Teaching* (**Turvey**, 2019). They have also contributed to the discipline through journal editorial board membership including: *FORUM: for promoting 3-19 comprehensive education* (**Marks**); *Journal of Applied Research in Higher Education* (**Robinson**); *Technology, Pedagogy and Education* (**Turvey**); and *Journal of Beliefs and Values: Studies in Religion and Education* (**Hemming**).

Amongst our researchers' *contributions to peer review*, **Stephens** has served as a member of the *ESRC Peer Review College*, while **Clough**, **Hemming** and **Hobson** have also reviewed for *ESRC*. Our researchers have peer reviewed applications for other funding bodies including: *The Spencer Foundation* (**Goodson**), *The Carnegie Trust* (**Hobson**); *The Chief Scientist Office, Ministry of Education, Israel* (**Hobson**); and the *Norwegian Research Council* (**Stephens**).

Our researchers have contributed *keynotes* at significant international events, including:

- **Clough**: 'Hope in prison? Young fathers and Family literacy, 3 stories'. *European Society for Research on the Education of Adults*, Canterbury, 2016;
- **Hayler**: 'Always a story: Narratives of collaboration through blogging in teacher education'. *3rd Congress of Cyprus Education Research Association*, Kyrenia, Cyprus, 2018;
- **Hobson**: 'Bringing mentoring ONSIDE: enhancing early career professionals' learning, development and wellbeing'. *First International Conference on Educational Leadership, Effective Administration and Ethical Values*, University of Macedonia, Thessaloniki, Greece, 2017;
- **Page**: 'Practitioners' Perspectives on Attachment and Professional Love in the Nursery'. *The Inaugural Infant Toddler Practice, Pedagogy & Research Conference*, Macquarie University, Sydney, Australia, 2015;
- **Robinson**: 'The UNCRC at 25 years: Some reflections on educational research in Children's Rights'. *Orebro University*, Sweden, 2015;
- **Turvey**: 'Advancing research methodologies of learning with digital technologies.' *British University Dubai*, 2017;
- **Wisker**: 'The purpose and impact of postgraduate knowledge.' *Quality in Postgraduate Research Conference*, Adelaide, Australia, 2018.
- **Marks** gave an invited address to the *Learning Without Limits Symposium* at the Brian Simon Memorial Day (UCL Institute of Education, March 2015), and it is noteworthy that colleagues at *relatively early stages of their research careers* have given invited keynote addresses:
- **Barnes**: 'Autonomy and leading learning: the key role of research and research skills illustrated through an action research approach', *Annual Post-Graduate Education Research Conference*, Mauritius Institute of Education, 2019;
- **Moncrieffe**: 'Cross-cultural educational partnerships and transactions between the UK and Netherlands: What is the profit in this multicultural investment?' *Wittenborg University, Netherlands*, 2019.

## Unit-level environment template (REF5b)

UoB researchers have also convened, contributed papers and acted as invited discussants at national and international research conferences. For example: **Hobson** convened the Keynote Symposium ‘Mentoring for Teacher Development: (What) are we learning?’ at the *BERA Annual Conference* (University of Leeds, 2016); **Turvey** gave an Invited Presidential Research Seminar on Innovations in Teacher Education at the AERA Annual Meeting (Toronto, 2019); **Robinson** was invited discussant for the *Doctoral supervision of multi-disciplinary practice-based doctorates* conference (Trinity College, Dublin, 2016).

Our researchers’ contributions to *external policy advice* include: the *Scientific Advisory Group for Emergencies* (SAGE), *DfE, No. 10 Policy Unit*, and *Ofqual Examinations Regulator* (**Allen**); *DfE* and *ETF* (**Hobson**); *Japanese Ministry of Education* (**Robinson**); *British Council, Peru* (**Stephens**); and *BHCC* (**Turvey**). **Goodson** has continued to provide expert advice as a *CORE Societal challenges panel expert* (Identity, Diversity and Interaction, Education and Learning) at The Fonds National de la Recherche, Luxembourg; and **Stephens** has also advised the *British Council* on the restructuring of Higher Education in South America.

### 4.3. Research impact

Through the collaborations and partnerships outlined above, our research has achieved *significant impact internationally, nationally, and regionally*. For example, **Robinson**’s research into UNICEF UK’s Rights Respecting Schools and rights-based education directly influenced the British government’s Equality and Human Rights Commission to recognise rights-based education, shaped the development of Rights Respecting Schools programmes in Finland and Norway, and informed the introduction of a national Schools Safety Promotion Programme by Japan’s Ministry of Education [ICS\_ChildRights]. UoB mentoring research has positively impacted the development of: national mentoring standards and frameworks (eg England’s *National Standards for School-Based Initial Teacher Training*); and numerous mentoring and mentor development programmes nationally and internationally, enhancing professional development, wellbeing, effectiveness, and retention [ICS\_Mentoring].

UoB research not featured in our two impact case studies has also brought about impact of significance and/or reach. Such work, supported at unit level through (eg) REGs and research mentors, and at institution level through initiatives such as the *Research Impact Development Fund*, includes:

- **Wisker**’s research on doctoral journeys, doctoral supervision and academic writing, which has made a substantial contribution to the field and enhanced the development of supervisors and supervision practice in New Zealand, Norway, South Africa, Sweden and Ireland, as well as the UK;
- **Marks**’ (2018, 2020) EEF-funded evidence reviews, with partners at UCL and Loughborough, which have informed the practice of teachers and school leadership teams relating to the teaching of mathematics from Early Years through to the end of Key Stage 3;
- **Moncrieffe**’s AHRC-funded study on young people’s interpretations of civic national values in post-conflict settings, working with primary schools and developing schemes of work in four languages (English, Swahili, Nepali and Spanish), which has benefitted and enhanced the life chances of over 400 children in Kenya and Nepal.

In addition, we should not underestimate the impact of research undertaken by UoB staff (including **Marks**, **Page**, **Turvey** and **Hayler**) in informing, enhancing and nourishing teaching activity and professional education in our own institution (see 3.1) as well as others.

It is evident from some of the examples above, notably those relating to **Moncrieffe**’s and **Wisker**’s research, that UoB research has had *positive and significant impacts on education policy and practice in different regions of Sub-Saharan Africa*. This extends earlier research impact by **Stephens** and **Robinson**, showcased in a REF2014 impact case study. In the current period, **Stephens** has continued to support important developments in the region through, for example: his work with the Ministry of Education and Sport, The Gambia, on the training of teachers in Participatory Action Research, and the establishment of a National Research Council; and his

**Unit-level environment template (REF5b)**

editorship of *The International Journal of Education in Africa*. In addition, **Stephens'** leadership of the SEMESA mentoring project in Kenya, not only enhanced the professional development, efficacy and motivation of participating teachers but also informed the development of a new national Teacher Education Curriculum Framework, central to which is teacher mentoring, to support continuous teacher professional development. Finally, UoB researchers including **Edmond, Price and Robinson** have had a significant impact on research capacity-building and school improvement in Mauritius, through their contribution to the joint Professional Doctorate (EdD) programme, doctoral supervision and collaborative research associated with our longstanding partnership with the Mauritius Institute of Education.

**Summary**

This statement demonstrates how a range of School and University-level initiatives, pivotal to which are our research mentoring scheme and Research and Enterprise Groups, has created a vibrant research environment which has supported the development of an *increased volume and quality of research outputs* and *significant and far-reaching impact*. Simultaneously, through strategic appointments and support for the career progression of early and mid-career researchers, the unit has *strengthened sustainability and critical mass* in its three areas of expertise – *Narrative and Biographical Methodologies in Education; Teaching, Learning and Professional Lives*; and *Voice and Participation in Childhood and Education*. Through the implementation of the *SoE Strategic Plan for Research and Impact (2021-26)*, we will further increase the production of internationally excellent and world-leading research that has demonstrable purchase on the development of education policy and practice in local, regional, national and international contexts.