

Institution: Liverpool Hope University
Unit of Assessment: C23 - Education
1. Unit context and structure, research and impact strategy

1.1 Introduction

Research in the School of Education encompasses education in all its individual, familial, societal, and institutional forms, underpinned by principles of equity and social justice, to address present and enduring challenges. The School is developing a strong track record of impactful research that contributes to educational, religious, cultural, social and economic life locally, nationally, and internationally, through a strategy focused on supporting the development of staff at all career stages, cultivating impactful partnerships, building a critical mass of researchers, and translating an enhanced understanding of research excellence into successful external funding applications and contributions to the research base.

The School hosts two of the University's six research centres, the Centre for Culture and Disability Studies and the Centre for Education and Policy Analysis. The research centres and the Early Childhood Forum have each supported the School's areas of strategic focus through their activities:

The Centre for Culture and Disability Studies (CCDS; led by Prof. Bolt) was established in 2009 and represents expertise in cultural representations of disability; ontology and epistemology of disability; curriculum reform and inclusion (Bolt, Barden, Cheyne, Feeny, Hodgkinson, Houston, Penketh, Pereira, Pritchard, Waite).

The Centre for Education and Policy Analysis (CEPA; led by O'Connell and previously Budd 2015-19) was established in 2014 and represents expertise in higher education; citizenship, social cohesion, and social change; philosophy, education, and society; and education for advantage, led by Teacher Education (Bagelman, Bamber, Cronin, Crutchley, Germain, Hiatt, Hodgson, Hodgkinson, Kum, Maslen, O'Connell, O'Neill, O'Siochru, Parr, Poulter, Rao, Sampson-Chappell, Spohrer, Su, Tillson, Ververi).

The Childhood Research Forum (CRF; led by Nikiforidou and Pattison) was established in 2014 to provide a focus for research activity in family and child development; learning in early childhood; social justice and policy; diversity and variability; early years professionalism (Anderson, Boyle, Cook, Hadwin, Nikiforidou, Oztop, Pattison, Poulter, Stack).

Leadership of the School's research centres are supported by a Steering Group and a School-level Research Committee and are accountable to the institution's Research Committee. Stakeholders from our partner organisations (e.g. schools, community organisations) are encouraged to be involved in the Steering Groups, representative of the collaborative approach to research design that characterises the School.

These groups give coherence and representation to the areas of expertise within the School. They have been instrumental in pursuing the School's strategic aims, which align with those of the institution (cf. REF5a).

1.2 Strategy since 2015

In 2015, the School devised an inclusive and comprehensive strategy to further embed the culture of research-informed teaching across all programmes and to foster an environment in which scholarly enquiry is nurtured and celebrated.

The strategy set out focused, ambitious but achievable targets to further enhance the quality and quantity of research in Education at Liverpool Hope University as follows:

Unit-level environment template (REF5b)***Staffing strategy and staffing development***

Increase the proportion of staff qualified to doctoral level

Ensure 90% of category A staff have a full submission of outputs for REF2021 with GPA>2.5 and 80% of category A staff in accordance with the target profile (GPA=3.1).

Indicators of our success:

In REF2021 the Unit consists of 27 members of staff, more than double the 12.2 FTE reported in REF2014. Our 2021 submission includes 5 colleagues entered in 2014. The majority of the additional staff are new appointments to the University.

By September 2020, 100% of academic staff at Lecturer Grade 7 and above in the School of Education have doctoral qualifications, an increase from just over 50% in 2014.

We have produced more than 400 research outputs during this REF cycle (available via the Hope Institutional Research Archive). The majority of over 150 research outputs submitted for external review have been assessed as 3* and 4* quality.

Postgraduate Research

Increase the number of EdD and PhD completions

Indicators of our success:

There has been a fourfold increase in doctoral completions in this REF cycle, comprising 8 PhD and 17 EdD students. The development of the Professional Doctorate has enabled supervisory capacity to be increased in the School as staff at all career stages have furthered their experience.

Income, infrastructure and facilities

Achieve a year-on-year increase in external funding, in terms of both number and value

Indicators of our success:

Research income since 2015 is double the previous five-year period. Successful applications represent submission to a range of funding bodies, from UKRI to small subject-specific organisations, involving staff at all career stages (Further detail in Sections 2 and 3).

Contribution to the discipline internationally

Host international academic conferences in each centre every 2 years with identified links to impact

Indicators of our success:

CCDS hosts a biennial conference whose attendance has tripled since its inception in 2011 and seen the group establish its international reputation for world-leading scholarship in the field of disability studies. The impact of the centre's research is highlighted in the related Impact Case Study and the international acclaim of their theoretical contributions, referred to by peers as having 'reinvigorated the field of Disability Studies in the humanities right at a key moment when many of its founding energies were flagging' (Prof Mitchell and Dr Snyder, George Washington University, 2015).

As leaders of the Teacher Education for Equity and Sustainability Network (TEESNet) since 2014, the School hosts the annual conference that brings together international researchers, policy-makers and practitioners focussed on Education for Sustainable Development and Global Citizenship (ESD/GCE). The Network has enabled the development of responsive, policy-oriented, impactful work, e.g. Bamber's international review of ESD/GCE in Teacher Education, which informed updated UNESCO guidance on ESD/GCE internationally.

Unit-level environment template (REF5b)

The School has also hosted subject-specific symposia, such as the CEPA Pathologies of Professionalism event, as well as larger conferences, including the British Educational Studies Association Annual Conference (2017). These have been convened alongside the research centres' regular seminar series, which have resulted in significant contributions to the field (Further detail in Section 4). Doctoral Conferences for PGR students from Hope and affiliated centres (Newman University, Birmingham and St Mary's, Twickenham) are hosted annually and feature international keynote speakers (e.g. Rocha, UBC, Canada; Dahlbeck, Malmo, Sweden).

Impact

Develop capacity to identify and capture research impact and embed in research design

Indicators of our success:

Since REF2014, the School, supported by Professorial Fellow Professor Cook, has developed a model for embedding and capturing impact. Specifically, the School's research partnerships promote co-design of research that enables sustainable changes to practice and outcomes. Our capacity to capture research impact has also been supported by ongoing staff development, e.g. impact-focused research workshops, inclusion of impact in staff annual academic reviews. Since 2016 our practice-focused research has been disseminated via the School's open access peer-reviewed journal, *Research in Action*, to colleagues, partner institutions, and trainee teachers.

Examples of impactful research developed include:

Hope Challenge

Researchers in Teacher Education have developed successful models of partnership working with education professionals at all career stages through the Hope Challenge, a practitioner research framework that has underpinned a series of bespoke school-based projects focused on enabling new teachers to work with confidence and ambition in schools in challenging socioeconomic contexts (Cronin; Poulter; Parr).

Early Years Leadership

Research with early years leaders has positively influenced approaches to CPD in the sector and in turn led to improvements in practice (Anderson, Cook).

Challenging Attitudes To Disability

CCDS research has contributed to changing societal attitudes to disability. Bolt's tripartite model of disability, a critical framework used to avoid one-dimensional representations (Bolt, 2019), instigated change in a number of charities and social enterprises (e.g. Royal National Institute for the Blind). Barden's work on social media use has been included in *Digital Access to Science Learning Resources*, funded by the Primary Science Teaching Trust, which aims to make new research more widely available. Barden advised the BBC on the representation of learning difficulties in two episodes of the television drama *Waterloo Road*. Innovative, anti-ableist pedagogies developed by Penketh have been adopted into school and university practices.

Challenging Extremism

The rise in xenophobic hate crime after the 2016 referendum to leave the European Union informed an investigation into educators' understanding and implementation of policy relating to Fundamental British Values and Religious Education. Outcomes include the creation of a toolkit for countering extreme narratives in schools and wider communities (Bagelman), development of training materials for teacher trainers (Lundie, Bamber), and a contribution on the Prevent legislation to the 2018 Green Paper consultation on the MHCLG Integrated Communities Strategy (Lundie, Pattison).

Further detail is given in Section 1.3.2, Section 3.3, Section 4, and the related Impact Case Studies.

Unit-level environment template (REF5b)

1.3 Three Key Initiatives

Three specific initiatives have contributed to the achievement of the strategic aims outlined above:

- **Mentoring:** to develop researchers at all career stages and to enhance supervisory capacity
- **Partnerships that impact practice:** to develop impactful research that benefits the local education sector
- **Consolidated Research Time:** to enable staff to complete significant writing, research, and impact activities; to build research capacity

1.3.1 Mentoring

Research mentoring is provided for staff at all career stages, either internally or externally as appropriate. Mentoring entails providing one-to-one feedback on articles and funding applications in progress and being a point of contact for advice on career progression. This support, facilitated through the research centres to ensure appropriate alignment of expertise, has been particularly beneficial to early career researchers who have identified shared areas of interest with mentors and more senior colleagues, collaborated on joint publications, developed sole-authored publications, and developed their international networks.

Mentoring is enhanced by the expertise of Professorial Fellows (Stronach, Aubrey, Cook, Shortt, and Pilkington) and Visiting Professors who collaborate with colleagues across the School, have supported the development of the impact model, provided guidance on research leadership to research centre leads, facilitated writing workshops, and contributed to the programme of the Professional Doctorate (EdD). For example, the establishment of CRF was supported by Professorial Fellows Papatheodorou (2015-2016), Aubrey (2016-2018), and Cook (2017-) who provided guidance to its convenors (Nikiforidou, Pattison). CEPA has been supported by Visiting Professorships held by Professor Barnett (previously IOE) and, since October 2019, Professor Clayton (Warwick) and Dr Sellar (Manchester Metropolitan University) and their research expertise in higher education, citizenship and values education, and policy sociology, respectively.

1.3.2 Partnerships that impact practice

The Teacher Education Partnership Office is central to the development of research collaboration between the School and local partner organisations. The Hope Challenge project is a notable achievement in this regard, winning a Higher Education Academy National [Collaborative Award for Teaching Excellence](#) in 2016. (Further detail is given in Section 3.3).

A dedicated Head of Partnership Development (Sampson-Chappell) and a collaborative, research-informed approach to teacher education ensures that we develop teachers and leaders able to make sustainable changes to practice and outcomes. Postgraduate provision designed in collaboration with school leaders supports educational practitioners and leaders in challenging schools to undertake research that has a sustainable impact on their practices and outcomes.

Researchers in CCDS have a strong track record in the co-production of knowledge with research participants, using workshops to explore the potential of new pedagogic practices (Penketh) and to challenge cultural and historical representations of disability (Barden; Bolt; Cheyne).

1.3.3 Consolidated Research Time

The Consolidated Research Time (CRT) initiative was introduced by the School in 2015 and has since been implemented across the institution. Since 2015, 62 applications for CRT have been approved within the School, providing release from teaching and administrative duties to enable completion of articles and monographs, prepare external funding applications, undertake impact-related activity and research visits, and to complete doctoral research. The scheme is monitored to ensure awards across the School year on year are distributed equitably.

Unit-level environment template (REF5b)

1.4 Future Developments

Since the restructuring of departments in 2019, the School of Education has comprised Education Studies, Early Childhood Studies, and Teacher Education. This change afforded the opportunity to reassess how CEPA and CRF can enhance our impactful partnerships across Merseyside and beyond. This is illustrated by the four research themes detailed below, which build on established areas and enable new lines of collaboration, which will be central to the research strategy pursued from 2021.

Philosophy, Education, and Society

Activities in this area further establish the School's reputation for scholarship in the field of philosophy of education, as reflected in its strong track record of outputs. The School has successfully bid to host the international Philosophy of Education Society (PESGB) Summer Schools 2021 to 2024. Alternating between undergraduate and postgraduate events, they entail masterclasses from renowned international scholars in the field and focus on policy and practice-relevant themes. Summer School convenor Tillson is co-I on an international collaborative project, *Pedagogies of Punishment* (with Dr Thompson, Ohio) that brings analytic philosophical frameworks to bear on the question of punishment in schools.

Hodgson is co-convenor of the European Philosophy of Education Doctoral Colloquium, funded by the PESGB, in collaboration with KU Leuven, Belgium, University of Padua, Italy, the Autonomous University of Madrid, Spain, and Galway University, Ireland, which enables doctoral students in the field to present works in progress and develop international networks at an early stage of their careers.

Collaboration between researchers Hodgson (CEPA) and Anderson (CRF) on the digitisation and securitisation of upbringing has resulted in an interdisciplinary suite of articles in *Ethics and Education* (Hodgson & Ramaekers 2020; Anderson 2020). Hodgson is involved in ongoing collaboration with Prof. Ramaekers (KU Leuven), who will also act as Visiting Professor affiliated to CEPA from 2020-2022, that will build on their growing body of work in 'Culture and Upbringing Studies' (e.g. Hodgson and Ramaekers, 2019).

Higher Education

The relationship between the university and the community it serves is central to all research themes. The 'Communiversities' programme of monthly online events ('dialogues'), funded by the Cathedrals Universities Group, is a collaboration between CEPA and Hope's Centre for Socio-Economic and Applied Research for Change (SEARCH; School of Social Science) that engages our external networks of community groups, social enterprises, and education practitioners to develop partnership projects in topical areas relating to social need. This informs our approach to our impactful partnership working and builds on our strong track record in higher education research, e.g. on academics' understanding of metrics and the related 'Pathologies of Professionalism' research developed by O'Connell (in collaboration with Lybeck, Manchester).

Education for Advantage

The CEPA research stream 'Education for Advantage' builds on collaborations with partner organisations to address local educational challenges. The responsive, co-designed research with partner schools initiated through Hope Challenge is informing current research to support Everton in the Community's Lifelong Learning Strategy. As the charity arm of Everton Football Club, the organisation seeks to address educational inequality in the L4 ward of the city and to evaluate existing projects currently in progress to support schools.

Citizenship, Social Cohesion and Social Change

Five members of the School form part of the interdisciplinary research team collaborating on the \$188, 966 project 'Personal Liberty, Mutual Respect and Tolerance' funded by the Templeton

Unit-level environment template (REF5b)

Foundation. This builds on Bagelman's work with the Schools of Sanctuary network, engaging the 40 affiliated schools in Liverpool to explore how schools present shared values and how individual students makes sense of these.

A recent participatory mapping project (InSite Maps) has used GoogleMyMaps to support refugee and asylum seekers in the process of resettlement. Bagelman piloted this project with children at Liverpool City Council's accommodation centre for newly arrived children through field trips and participatory mapping of local sites (e.g. community gardens). It has been endorsed by Liverpool City Council's Refugee and Asylum Seeker Education Strategy Co-ordinator, and is now used by Liverpool Red Cross, Refugee Action, Collective Encounters, Bedsit Liverpool, and a number of other resettlement organisations. Bagelman's work has been used in ITE to enable trainee teachers to implement the practices developed with refugee children in their teaching placements.

Spohrer, Germain, and Bagelman are convening a symposium, 'Funds of Knowledge for the 21st century: Towards pedagogical justice in diverse societies', funded by *The Sociological Review*. This event will involve five external speakers, from the UK, Spain, China and the USA, and will form the basis of an edited collection. The symposium will encourage dialogue and future collaborations between scholars, teacher educators, and teachers to further enhance collaboration internally and externally.

Summary

The research activity outlined above illustrates how the strategy pursued since 2015 has embedded a culture of research excellence, enabled personal development at all research career stages, and consolidated clear, sustainable areas of interdisciplinary research expertise. The School Research Committee has consulted with colleagues, partners, funding bodies and potential research beneficiaries on the strategy for the next five years. Our ambition is to further enhance research-informed educational practice through impactful partnerships and support research collaboration to increase our ability to attract external income. We will extend our successful mentoring programme to increase the number of colleagues producing world-leading research.

The success of the EdD programme has led to the establishment of further professional doctorates, supported by the School of Education, in Social Work and Social Care (launching October 2021), which will further develop the postgraduate research community at Hope, promote collaboration between Education and Social Sciences, and enable further development of research supervision and leadership capacity.

The School is proactive in ensuring ongoing development of research and scholarship in spite of the physical limitations necessitated by the pandemic, with collaboration, dissemination, and mentoring undertaken via online platforms. Our research partners will be an important focus for the co-design of evaluations of the impact of the pandemic on teachers, children, and families.

2. People

2.1 Strategy

The School's commitment to attracting, developing, and retaining high-quality, committed staff ensures that we continue to develop as an inclusive research environment that supports a research-informed teaching ethos. Since 2015 we have made appointments that specifically enhance our capacity for research impact and research leadership. Regardless of career-stage, staff are encouraged to engage in research and scholarship, through individual or collaborative research and knowledge exchange activity or through the development of expertise in teaching and learning through the university's Communities of Practice and centralised staff development programmes, with clear progression routes at all career stages.

The School's 2015 research strategy identified specific aims relating to staffing, namely, to:

- Ensure 70% of staff in the School have a PhD/EdD (In 2015 this stood at just over 50%)
- Ensure 90% of category A staff have a full submission of outputs for REF2021

Unit-level environment template (REF5b)

- Increase publication opportunities for early career researchers
- Build research capacity through increased flexibility in teaching and administrative arrangements
- Promote individual research success internally and externally
- Enhance research leadership
- Develop understanding of research excellence

Specific actions were taken to ensure the development of an inclusive, stimulating, and sustainable research culture, in which good research practice and research integrity are embedded. In addition to the Mentoring and Consolidated Research Time initiatives (discussed in Section 1), these actions focused on recruitment, monitoring research capacity at individual annual review, internal CPD, provision of external review of research, and developing improved means of promotion and dissemination of research.

2.2 Staff Development

The Mentoring and Consolidated Research Time initiatives have been instrumental in achieving strategic aims sustainably and inclusively. Staff have been enabled to complete significant writing projects, such as monographs (e.g. Lewin) and doctoral qualifications. 100% of academic staff in the School at Lecturer Grade 7 and above have doctoral qualifications. CRT has ensured that the balance of staff workload makes key strategic aims achievable, e.g. submitting external funding applications, publishing high-quality research, gaining doctoral qualification.

Mentoring support has provided particular benefits to early career researchers. For example, through CEPA, Maslen (early career researcher), Houston, and Kandemir (then doctoral students, externally and at Hope, respectively) contributed to a symposium on Fundamental British Values at the International Congress on Qualitative Inquiry (Chicago, 2017), supported by Stronach and Hodkinson. CCDS, as home of the quarterly *Journal of Literary and Cultural Disability Studies (JLCDS)*, has supported the development of conference papers and journal articles by early career members (e.g. Waite, Houston), enabled early career researchers to gain experience of peer review (e.g. Rose), and provided opportunities for postgraduate taught students. For example, based on a CCDS seminar series, *JLCDS* published a special issue on 'Disability and the Emotions' including an original article by Barden and comment pieces by two Hope MA Disability Studies graduates. In CRF, Boyle was supported by Pattison in her first year in the School to develop research presented at the EECERA conference for publication.

The more defined focus and continued development of research centres since 2014 has strengthened the research leadership capacity in the School. Professorial Fellows have provided mentorship to the research centre directors to support their strategic aims, particularly relating to defining the Centre's specific profile of expertise, external communication, capturing impact, and developing successful collaborative research funding applications. Development of the EdD and institutional investment in doctoral scholarships also enabled early- and mid-career staff to gain experience of research supervision, thereby enhancing capacity in this regard. Research Supervisor Training is provided centrally to staff with supervisory status.

All staff at Senior Lecturer level and above are expected to submit at least one application for external funding per year. This institutional requirement is supported at School level by the research centres and mentors, the School Research Committee, and the wider leadership roles held by staff externally (Further infrastructural detail provided in Section 3). CRT also supports this expectation by providing dedicated time for the development of strong applications.

Professors Elliott, Smith (both Durham), and Menter (Oxford) have served as external referees for publications by School staff, giving valuable feedback that helps to identify ongoing research development needs as well as emerging research leadership and mentoring capacity.

Since 2014 the School has made 30 appointments to positions with responsibility for research (27 FTE). In that time, 17 staff have progressed from Lecturer to Senior Lecturer, 5 from Senior Lecturer to Associate Professor, 1 from Senior Lecturer to Principal Lecturer, and 1 from Associate Professor to Professor.

Supporting Professional Tutors to undertake practice-related research and pursue doctoral qualifications illustrates the School's commitment to sustainable and supportive development of the research capacity of its staff. Internal staff development programmes ensure all staff can develop and maintain skills and knowledge with regard to research ethics, supervision, and internal examination. In addition, since 2018, inter-departmental and cross-departmental research communication and collaboration has been supported by devoting one of the tri-annual whole-School Learning and Teaching Days to research.

Staff at all career stages are supported to pursue professional development externally, e.g. through ERASMUS+ exchange visits. These have fostered research collaborations and developed professional networks, e.g. with the universities of Seville, Arhus, Malta, and Cyprus. An Erasmus visit to Nantes led to the participation of Drs Demetriou and Nikiforidou in the international project '[Children's Worlds](#)', funded by the Jacobs Foundation, which explores children's subjective wellbeing. As part of the team representing Greece, Nikiforidou was involved with data collection and analysis of the survey of 842 10-year olds' self-reports on wellbeing and contributed to the [national report on Greece](#). A related book chapter is now under review (Rees et al., eds, *Handbook of Children's Risk, Vulnerability and Quality of Life: Global Perspectives*, Springer).

The research environment and capacity in the School is further supported by the University's Research Office and dedicated subject librarians who actively support the development of research skills at both undergraduate and postgraduate levels.

2.3 Postgraduate Support, Training, and Supervision

The majority of PGR students in the School of Education are pursuing an EdD. The Professional Doctorate programme, revalidated in 2020, draws on the interdisciplinary expertise across the School to develop postgraduate researchers who can design and undertake research related to their professional practice.

Each doctoral student is supported by a Director of Studies, Research Supervisor, and Research Advisor. Postgraduate research students also receive dedicated research training to which Anderson, Barden, Hodgkinson, and Pritchard contribute, structured in line with the Vitae Researcher Development Framework and also available to those at partner institutions, St Mary's, Twickenham and Newman University, Birmingham. This research training encompasses ethics, social research methods, and writing for publication. In addition, EdD students receive specific training in educational research methodologies, both qualitative and quantitative, during the taught phase of their programme. PGR training is led in the School by a dedicated PGR Coordinator (Hodkinson), supported by the School Research Committee and School-level administration, and overseen at university level by the Pro Vice-Chancellor for Research.

Both postgraduate taught and research students are encouraged to participate in the wider research culture. To facilitate this, seminars and workshops involving internal and external speakers, external keynote lectures, and inter-university doctoral conferences are incorporated into the EdD programme, research students are invited to present as part of internal seminar series, and taught postgraduates are encouraged to consider the practical relevance of their dissertation research through the annual CEPA Policy Brief competition. Events are scheduled to support accessibility, e.g. invited lectures and seminars are incorporated into the EdD teaching programme, regular seminars are held during school hours or in the late afternoon/twilight.

Doctoral students are also given the opportunity to gain teaching experience, thus enabling them to gain broader experience of work in higher education, translating their research into teaching material, and working towards Advance HE Fellowship status.

Research students benefit from comprehensive support and monitoring systems. For the EdD, the monitoring system is managed by the PGR Coordinator and EdD Phase 2 leaders (Hodgson, Hadwin) supported by the EdD Director (Barden) and central PGR administration. The nature of the Professional Doctorate means that students are supervised not only by experienced researchers but also by those with significant professional experience in educational practice.

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Students are supported by their supervisory team to develop their research proposal, assessed by double marking and an oral defence - the Confirmation of Doctoral Registration Interview (CDRI) - designed to confirm a student's readiness for Level 8 study. EdD research phase students are represented by the PGR Student Representative at the University Research Committee.

Since 2014, the School has supervised two Vice-Chancellor's Doctoral Scholarship students via the traditional PhD route, Sophia Deterala (graduated 2019) and Asli Kandemir (jointly with Sociology). During this period, eight staff members have completed doctoral qualifications (Stevenson, James, Poulter, Waite, Gadsby, Parr, Sampson-Chappell, and Houston). Education staff Rose and McNicholl, and Social Science staff Massey, Blundell, and Ramsey, are due to complete EdD study at Hope in the next two years. In 2018, a further MPhil/PhD student, Davison, was recruited in Early Childhood Studies, supervised by CRF and CEPA researchers. As a Professional Tutor in our outreach provision, Davison is a further example of the support staff receive to develop as researchers.

Our investment in people has seen some significant success in terms of research career progression. Four former undergraduate students have been supported to gain Masters degrees and to progress to doctoral studies: Ms Burch (graduate of both BA and MA at Hope, ESRC-funded Ph.D. student, University of Leeds, now returning to teaching role at Hope), Mr Bygroves (graduate of BA and MA at Hope, now EdD student and Director of Rushton Futures, a Liverpool organisation for young people with complex needs and sensory impairments), Dr. Houston (completed PhD externally while teaching at Hope, now Lecturer in Disability and Education, Liverpool Hope), Dr. McKay (completed PhD at Hope, now Lecturer in Education, University of Chester).

3. Income, infrastructure and facilities

3.1. Strategic actions in the area of income, infrastructure, and facilities have focused on:

- **Increased research income from funding:**
through enhanced collaborations, development of external funding applications, and increased postgraduate scholarships
- **Infrastructure:**
empowering Research Committee and Ethics Committee to pursue the School's objectives
- **Promoting collaboration with library services:**
depositing outputs in the Research Repository; investment in resources, e.g. books and journals; dedicated subject librarians
- **IT support and website maintenance:**
ensuring accurate and timely communication and external visibility of research activity

3.2 Research Income

Since 2015 the refined focus of the research centres has enabled the School to secure a mixed portfolio of project/research income. Research income has doubled from the previous five-year period. This increase is significant in very competitive times for a relatively young institution in terms of its research status.

To support the aim of increasing research funding income, the School Research Income Advisory Group (RIAG) was established in 2017, led by Dr Penketh. The Group provided support to identify appropriate funding calls and develop proposals, and enabled the appointment of graduate interns and postdoctoral research assistants to provide research support. The dedicated support of RIAG contributed to an improved understanding of the process and requirements of the application process, an increased capacity to make competitive external applications, and increased involvement of early career researchers in the funding application process. For instance, the successful application to the Templeton Foundation for \$188,96 involved six members of the School (Bamber, Bagelman, Maslen, O'Siochru, Tillson and PI Lundie, left Hope 2019). This

Unit-level environment template (REF5b)

interdisciplinary project, 'Personal Liberty, Mutual Respect and Tolerance: from values to virtues', involves researchers at all career-stages, including two early career researchers, and builds on research on 'Challenging Extremism', outlined in 1.2 and in the related Impact Case Study. In a further example, CCDS early career and doctoral researchers were awarded external funding to host an event as part of the 2018 ESRC Festival of Social Science. The event, 'Challenging Disability Stereotypes through Art', was attended by young disabled and D/deaf artists, and the work was developed into a paper accepted for the CCDS 2019 conference.

3.2.1 Internal funding

The Mentoring and CRT initiatives are supported by internal funding and complemented by existing structures for progression and career development (see Section 2).

The School has made use of specific funding schemes and processes introduced centrally to facilitate impact, e.g. iREFund, a central internal research funding application portal, Hope's Institutional Research Archive (HIRA), on which all outputs are recorded and made available in open access where possible, and REFlect, which enables collation of evidence on research impact. HEIF Route to Impact funding has supported practical applications of research expertise and findings – for example, 'Putting Disability Studies to Work in Art Education' (Penketh, 2017), 'Changing Social Attitudes Towards Disability' as part of DaDaFest (Barden, 2015) – by matching externally-awarded funding, e.g. by the charity Curious Minds for research to develop teacher's expertise in cultural education with eight cultural organisations in NW England (Penketh and Hiatt). The HEIF funds have also been used to support open access publication (e.g. Hodgson et al, 2017).

External funding bids often build on research activity enabled by internal CEPA seedcorn funds. For example, CEPA support for the project 'Metricisation of English Higher Education: Academics' perspectives on the impact of TEF and REF on professional practice' (O' Connell, Rao, O'Siochru) has laid the groundwork for subsequent publications (O' Connell et al, 2019), collaborations (joint book contract with Prof. Lybeck (Manchester) awarded by Palgrave), events (Pathologies of Professionalism colloquium), and external funding awards (see 3.2.2 below).

Internal funding of the CCDS, CEPA, and CRF seminar series enables the School to sustain and develop a diverse, stimulating research environment, accessible to staff and wider networks, by enabling forums for internal and external dissemination and development of research.

3.2.2 External funding

The consolidation of the research centres and the guidance of RIAG has enabled a more focused approach to collaborative, interdisciplinary research development and funding applications. The 29 projects awarded external funding in the last 5 years involve both early-career researchers and more established staff, and illustrate the areas of strength across the School.

Applications are peer-reviewed internally by the School Research Committee and their development supported by School-specific research mentors and the University's Research Office.

CCDS, CEPA, and CRF communicate area-specific funding opportunities to their memberships, and each has seen considerable success from a variety of external sources, including UK Research Councils and national funding bodies, subject-specific societies, charities and local authorities. Successful funding bids have been made to the following organisations by each research centre:

CCDS: AHRC; British Academy; Curious Minds; ESRC; Romance Writers of America; Wellcome Trust

CEPA:

Higher Education (specifically metricisation and academic identity): BAICE, Church Universities Fund; HEA, QAA, SRHE, SEDA

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Education for Advantage (specifically developing teachers and education practitioners): School Improvement Liverpool

Citizenship, Social Cohesion and Social Change (specifically Religious, Moral, and Civic Education): British Academy; Culham St Gabriels, Templeton; University of Illinois

CRF: Culham St Gabriel's Trust; ESRC; Northumbria T&W NHS Trust

These awards illustrate an enhanced capacity and confidence to apply to larger funders, such as ESRC and AHRC, as well as to identify smaller, subject-specific organisations, such as PESGB, SRHE, and Romance Writers of America. They also represent a capacity across career-stages, disciplines, and approaches. The examples listed above indicate success from both early- and mid-career researchers, in both foundational, theoretical and applied, practice-focused work, from across the research centres and forum.

Collaboration is supported and encouraged externally and internally, and is developed in view of the School's priorities. Led by Prof. Bolt, CCDS has established an international profile, illustrated by the volume co-authored with Prof. Rodas (CUNY) and Prof. Donaldson (NYIT). The School has established a Memorandum of Understanding with the University of Illinois, enabling sustained collaboration in events and publications and future staff and student exchanges. Staff are actively collaborating with colleagues nationally and internationally, for example, KU Leuven (Hodgson, collaboration with Ramaekers; internal funding from CEPA and external funding from PESGB for interdisciplinary conferences 2019 and 2021), Ohio State University (Tillson collaboration with Thompson; awarded £15,900 by Center for Ethics & Education).

3.2.3 Postgraduate Scholarships

The award of two Vice-Chancellor Scholarships reflects the university's recognition of our growth in terms of research supervisory capacity. They represent a significant investment in the School, which has seen very positive outcomes for the doctoral students themselves, not only as researchers but also as teachers in higher education, and for the supervisory teams who have collaborated on publications and conference submissions with them and gained valuable supervision and leadership experience.

3.3 Infrastructure

The research groups and the Education Partnership Office are fundamental to the research infrastructure of the School, particularly in supporting collaboration with educational organisations with whom we have developed impactful research partnerships. The Hope Challenge programme is a particularly successful example: Education researchers worked with trainee teachers, Liverpool School Improvement, Ofsted, and local schools facing challenging socioeconomic circumstances (where Pupil Premium is at least 25%) to develop specific interventions to improve learning outcomes. The programme develops research-informed teacher education and enables staff and students to undertake action research to shape future practice. First piloted in 2014, it won a Higher Education Academy National [Collaborative Award for Teaching Excellence](#) in 2016.

Rationalising the focus of the research groups since 2014 has provided focal points for communicating research internally and externally. Each centre hosts a regular research seminar series that features both internal and external speakers and is open to wider networks. These provide a forum for research dissemination and development. For example, the thematic seminar series convened by CCDS has hosted internal, national, and international speakers and provided a forum for the development of collaborative projects, including the 6-volume series *A Cultural History of Disability* (eds. Bolt and McRuer (George Washington University)). The CCDS, CEPA, and CRF seminar series have led to the publication of edited collections that include contributions from both experienced and early-career researchers in the School, e.g.:

Unit-level environment template (REF5b)

- Bolt, ed., *Changing Social Attitudes Toward Disability: Perspectives from Historical, Cultural, and Educational Studies* (Routledge, 2014)
- Bolt and Penketh, eds. *Disability, Avoidance and the Academy: Challenging Resistance* (Routledge, 2015)
- Owen, A., ed. *Childhood Today* (Sage, 2017)
- Bamber and Moore, eds. *Teacher Education in Challenging Times: Lessons for professionalism, partnership and practice* (Routledge, 2018)

The research centres issue regular communications on events, funding calls, and publications to their memberships and partners. Visibility and reach of research activity are enhanced via social media, including a CEPA blogsite, twitter feeds (@hopeschoolofed, @hopeteachers, @HopeCEPA, @INLCDS) and the CCDS Youtube channel. External dissemination is supported by School-level, research centre, and institutional funding to support conference attendance and open access publication.

The research culture across the School, from undergraduate dissertations to staff research practice, is underpinned by a commitment to uphold high standards of research ethics and integrity. The field-specific BERA Research Guidelines are introduced to students and adhered to, supported by specific committees at School and institutional levels. These standards are upheld administratively across the School by the members of the School Research Ethics Sub-Committee, formed of active researchers who assess each application for ethical clearance. Research involving vulnerable participants is assessed at University Research Ethics Sub-Committee level. Research ethics and inclusive research practice are an explicit part of mentoring, CPD, and curricula across all levels. The committee structure enables a responsive approach to questions of research ethics, e.g. the School of Education developed guidance in 2020 to help colleagues and students adapt their research for online research environments as necessitated by the pandemic.

3.4 Facilities

Since 2015 the School has developed its collaboration with the library and IT services to enhance the research environment. Education subject librarians play an active role in research skills training for undergraduate, PGT, and PGR students. Within the library, PGR students have access to a dedicated study space, comprising both hot desk and bookable areas, and to regular scheduled and drop-in research support and training with subject librarians. As with undergraduates, postgraduate students have access to dedicated online learning resources via Moodle, through which training materials (text, video, and audio) are provided and dedicated library resources identified.

In liaison with the subject librarians for Education, staff and PGR students undertake regular reviews of materials to ensure that resources are up-to-date, accessible, and appropriate for progressing research and research-informed teaching. The library holds approximately 50,000 unique titles (87,000 items) of which 22,500 unique titles (32,000 items) are in the Education Stack. Accessibility of materials is enhanced by the purchase of ebooks as well as hard copies. The Education collection includes 1719 e-books in addition to EBSCO ebook database access. We hold subscriptions to 84 Education-specific journals, of which 64 are accessible online, and have access to 630 titles via Education Research Complete, as well as further titles via the Academic Search Complete, JSTOR, and Emerald databases. Research in Education also benefits from collections in cognate disciplines (e.g. Philosophy, Psychology, Social Work, Sociology, and Theology). Staff in the School of Education will benefit from the Library's investment in new 'pay-to-publish' subscription models that enable staff to publish in open access.

4. Collaboration and contribution to the research base, economy and society**4.1**

The School's 2015 strategy identified 6 key areas for development in relation to collaboration and contribution to the research base, economy, and society. These are outlined below with illustrations of actions and outcomes.

4.2 Alignment of UG/PG curriculum development and research to ensure research-informed teaching

The improved focus and growth of research since REF2014 has enabled the co-design of new PGT modules in 2016, 'Education Policy, Practice, and Professionalism' and 'Learners and Learning in a Changing Landscape', which draw directly on the interdisciplinary research and methodological expertise relating to policy and governance in the School and offer clear progression from the Single Honours undergraduate programme. In addition to the MA programme, an MEd route enables students to pursue a four-year programme that involves a placement-based research project in collaboration with a local educational organisation. The development of these programmes has enabled research to inform and form part of teaching and initiates education professionals into practices of collaborative, co-designed research to enhance educational practice and outcomes.

4.3 Promotion of national and international collaborations and networks

A vibrant programme of collaborative events and projects has been convened by the research centres and partner organisations, as outlined below.

New Perspectives in Philosophy of Education

Research activity in this field continues a strong track record of innovative work by early and mid-career researchers (Hodgson, Lewin, Lundie, Tillson, Vlieghe, Zamojski). The School of Education is home to the North West branch of the Philosophy of Education Society of Great Britain, which has hosted a number of seminars in collaboration with CEPA involving national and international speakers, situating the School within a wider international network of scholars. The School will further develop this as host of the PESGB undergraduate and postgraduate annual Summer Schools and as co-convenor of the European Philosophy of Education Colloquium, which will enable international exchange between Hope and other institutions of higher education and contribute to the development of the next generation of researchers in the field.

CEPA and PESGB co-funded two events held at KU Leuven that have further strengthened collaborative research links. First, a one-day 'How Important is Neuroscience for Educators?' conference (2018). This was developed into further interdisciplinary collaboration on the digitisation and securitisation of upbringing (see *Philosophy, Education & Society*, Section 1.4). This collaboration has led to the appointment of Prof. Ramaekers (KU Leuven) as a CEPA Visiting Professor (2020-2022). Second, a 2018 symposium on 'Postcritical Perspectives on Higher Education: reclaiming the educational in the university' (ed. Hodgson et al, 2020) including chapters by Budd, Hodgson, Vlieghe, and Zamojski, and contributors from Belgium, Germany, Israel, Poland, and United States. This work builds on the earlier 'Manifesto for a Postcritical Pedagogy' (Hodgson et al., 2018) that has been followed by a number of Special Issues in response (e.g. *Ethics and Education*, 2019, 14 (4); *On Education*, 2020, 9). This work marks an important methodological contribution to the field and to the School's research on higher education. These initiatives further enhance the international reputation of Hope researchers in this field and represent methodological and theoretical innovation in this foundational subject.

Unit-level environment template (REF5b)

Expanding JLCDS

CCDS is home to the *Journal of Literary and Cultural Disability Studies* (Liverpool University Press; founding co-editor-in-chief Prof. Bolt; Comment Ed., Barden). Launched as a biannual online publication in 2006, in 2017 the journal became a quarterly print and online publication, indicating its position as a highly respected venue for new work in the field. Since 2014 Special Issues initiated by Liverpool Hope researchers include 'The Biopolitics of Art Education' (2019), guest edited by Penketh in collaboration with Prof. Adams (University of Chester), and 'Representations of Dwarfism' (2020), guest edited by Pritchard in collaboration with Prof. Kruse (Geography, West Liberty University, USA). The credibility, vitality, and sustainability of the journal have been confirmed on an international scale by the support of both Project MUSE and Scopus.

TEESNet

As leaders of the international Teacher Education for Equity and Sustainability Network (TEESNet), the School has initiated collaborative research (Lundie, Bamber; Bullivant (TEESNet); Clarke (Liverpool World Centre)) to examine the implementation of the Prevent Strategy and the requirement to teach Fundamental British Values. The research (see Bamber et al., 2019) highlighted the different models of agency adopted by schools in their efforts to reconcile the new strategy with previous national and community level programmes relating to multiculturalism and tolerance. This research informed the 'Wider Perspectives in Education' element of the School's teacher education provision supporting 1143 trainee teachers over the last four years. As indicated in the related Impact Case Study, the reach of our work leading TEESNet and collaborating with Liverpool World Centre encompasses community projects in Liverpool and beyond, involving partners across the UK and Europe.

4.4 Academic staff to present research at external events

The School has been well-represented at international peer-reviewed conferences (e.g. BERA, EECERA, PESGB, PES, SRHE) and other dissemination events, many of which illustrate the development trajectory of research themes and projects. For example, the Colloquium, 'Can national identity ever have "fundamental values"?' (O' Connell, Hodkinson, Nahaboo, Maslen, Houston, Kandemir) presented at ICQI in 2017 was further developed for the BERA Conference ('Can British Values ever be Fundamental? What? Who?', Hodkinson, Pattison and Anderson, 2018), culminating in a Special Section of *International Review of Qualitative Research* (Stronach and Hodkinson, eds, 2020) featuring Hodkinson, Houston, and Pattison.

The research team collaborating on the Templeton-funded project 'Personal liberty, mutual respect and tolerance: from values to virtues' (Lundie, Bagelman, Tillson, Bamber, Maslen) presented an initial outline of the project at the BERA Conference, 2019.

Research presented at the Society for Research in Higher Education ('Metrics in Higher Education: Technologies and Subjectivities', 2018) and further developed at the CEPA event, Pathologies of Professionalism in Higher Education, resulted in a co-authored publication in *Studies in Higher Education* (O' Connell, O' Siochru, Rao, 2019).

The School's international recognition is illustrated in invitations to present keynote lectures, which include: Su (International Conference of Teaching, Professional Recognition & Innovation in Higher Education, Università degli Studi, Bari Aldo Moro, 2020), Bamber (UNESCO ESD/GCE international symposium Ottawa, Canada, 2018), Hodkinson (World Congress of Special Needs, Cambridge, 2018), and Nikiforidou (OMEP UK Annual General Meeting, London, 2015 on 'Education for Sustainable Development in Early Childhood' and Winterschool 2016, Bielefeld University, Germany, 'International perspectives on stages of life: Well-being of Children and Youth around the world').

Unit-level environment template (REF5b)

4.5 Organise conferences, symposia, colloquia workshops, seminars

The research centres have strong track records in convening events that further build their contribution to the research base and collaborative partnerships with local educational organisations, e.g. the CCDS seminar series led to Bolt's edited volume, *Changing Social Attitudes Toward Disability: Perspectives from historical, cultural, and educational studies* (2014; paperback edition 2016; Korean translation, 2018), which includes chapters by Barden, Caslin, Hodgkinson, and Penketh, along with 10 external colleagues. The series also shaped a Special Issue of *JLCDS*, 'Disability and the Emotions' (2020), which includes articles by Barden and five international contributors.

CCDS has also convened a biennial conference since 2011, growing from 40 to 120 delegates by 2019. The conference led to a number of publications (including e.g. Bolt and Penketh, eds, 2016, which features contributions from Barden, Hodgkinson, and Waite, along with 16 international contributors).

The CRF has hosted regular seminar series featuring international contributors, including 'Exploring Childhood Today' (2014/15) and 'Childhood Today' (2015/16), which resulted in an edited book (Owen, ed., 2017) whose chapters represent the interdisciplinary experience of researchers and teacher educators across the School (Nikiforidou, Stack, Caslin, Aubrey, Cronin, Mulhaney, Pearson, Anderson, Owen, Waite, Pritchard).

In 2018, as part of their involvement in the European Early Childhood Research Association (EECERA) 'Holistic Well-being' Special Interest Group (SIG), members of CRF hosted an international conference at Hope, 'Debates in Child and Family Well-being', with keynote speakers Profs Pascal and Bertram, Directors of the Centre for Research in Early Childhood. A co-edited collection in the Routledge EECERA series is in development.

CRF hosted an ESRC Festival of Social Science event, 'A day in the life of an early years leader', led by Anderson in collaboration with Dr Malone from the School of Drama, Music, and Performance and students. Further ESRC Festival of Social Science events were held in 2019 to mark 30 years of the United Nations Convention on the Rights of the Child. Convened in partnership with local arts organisations the 'Celebrating Children's Rights through Arts' events (convened by Nikiforidou) provided creative workshops for children, parents, and carers who might not otherwise access Liverpool's free cultural offer.

The annual TEESNet conference hosted by the School resulted in the edited collection 'Teacher Education for Equity and Sustainability' (Bamber, ed., 2019) including chapters from researchers across eleven different countries.

4.6 Engage with editorship, peer reviews, grant review

Staff demonstrate research leadership across their scholarly communities, e.g., as editors of journals and book series on higher education, philosophy and sociology of education, comparative education, disability studies, and curriculum studies, and as members of editorial boards (unless other roles indicated), including:

- *Journal of Child Care in Practice* (Boyle)
- *Journal of Literary & Cultural Disability Studies* (Bolt, Editor in Chief; Barden, Comments Editor; Cheyne, Editorial Advisor)
- *Journal of Philosophy of Education* (Hodgson, Reviews Editor)
- *International Studies in Sociology of Education* (Hodgson, Spohrer)
- *On Education* (Hodgson, International Advisory Board member)
- *Ethics & Education* (Hodgson)
- *International Journal of Art and Design Education* (Penketh, Joint Co-editor)
- *International Journal of Development Education and Global Learning* (Bamber)
- *Disability and Society* (Bolt, Houston, Pritchard)
- *Social Inclusion* (Barden)

Unit-level environment template (REF5b)

Staff also undertake peer review for a number of journals including the *European Educational Research Journal* and *Educational Philosophy and Theory*.

Research undertaken in partnership with local schools has been disseminated through the School's *Research in Action* journal (eds, Bamber, Moore, Lloyd, Pilkington). Contributions and contributors reflect the diversity of partnership schools that Liverpool Hope teacher educators work with, e.g. investigation of the Schools of Sanctuary programme, in which 40 Liverpool schools participate (Bagelman).

4.7 Contribute to committee memberships and associations

School staff hold elected positions in learned societies including:

- British Education Research Association (BERA; Pattison co-convenor Alternative Education SIG)
- British Educational Studies Association (BESA; O'Siochru, Executive Committee)
- European Early Childhood Educational Research Association (EECERA, Anderson, network co-convenor)
- History of Education Society (HES; Crutchley, Treasurer)
- Philosophy of Education Society of Great Britain (PESGB; Hodgson, Treasurer and Trustee; Tillson, Executive Committee)
- Society for Research in Higher Education (SRHE, Rao and Su, network co-convenors)
- World Organisation for Early Childhood Education and Care (OMEP UK; Nikiforidou, Executive Committee)

Staff draw on this experience in their mentoring of early career colleagues and postgraduate students and in their contribution to the research environment, e.g. by hosting or convening international conferences (e.g. BESA; TEESNet, BAICE and regular seminar series, e.g. PESGB).

4.8 Evaluation and responsiveness to policy

4.8.1 Bringing research expertise to bear on the effectiveness of policy interventions through direct evaluation and external analysis

Boyle was Co-PI of a study (pre-birth-3) completed in 2018 to assess the impact of the Area Based Childcare Programme (ABC) in the Republic of Ireland. This national evaluation, commissioned by the Department of Children and Youth Affairs, found evidence that the ABC Programme improved outcomes for children and families and informed the Irish government's new strategy for prevention and early intervention from 2019 and beyond.

The model of evaluation embedded in research undertaken by Cook and Anderson enabled early years leaders and their supporting organisations to identify strengths and weaknesses in their practice and to address limitations in their understanding of their professional role. For example, by challenging the psychological basis of the concept of 'school readiness', a more holistic conception has been adopted, leading to improvements in practice and outcomes. Building on this, a broader scale action research project involving over 60 EYs across Liverpool Local Authority led to more effective communication with parents, enhanced pedagogical knowledge, and a model of evaluation to further improve outcomes for children and families.

Research on parents' right to withdraw children from religious education (Lundie, O' Siochru) contributed to discussions at government level. At a House of Lords event on curriculum reform in RE hosted by Baroness Butler-Sloss Lundie presented evidence of teachers' wide support for reform and lack of understanding of the legal status of the right to withdraw. The event was attended by representatives from twenty-four organizations with an interest in RE, including the Department of Education, OFSTED, the Religious Education Council, the Commission on Religious Education, and Westminster Foundation for Democracy.

Unit-level environment template (REF5b)

Research by Barden (2016) on hybrid physical/online learning spaces provided a founding tenet of innovative classroom/studio/event space [The Foundry](#), part of the national Institute of Coding at Department of Computer Science and Creative Technologies at UWE Bristol.

4.8.2 Research expertise and media engagement

The relevance and reach of the School's research is reflected in media engagement and coverage. Examples are given below.

CCDS

Bolt was interviewed by Mark Mardell on BBC Radio 4's [World at One](#). As a result, a subsequent RNIB campaign, *How I See*, offered far more complex representation of blindness than the previous one-dimensional approach. Bolt's critique of cultural representations of disability was reported in *The Liverpool Echo* and discussed further on BBC radio programme *The Roger Phillips Show* by Jim Moran, former Chief Executive of the blind organisation Bradbury Fields.

Barden's work on digital technology and dyslexia was featured in [Educate](#) magazine and discussed in the [Daily Dot](#) blog.

CEPA

Bagelman's research with refugees in Liverpool received [local press coverage](#).

Hodgson's research on the parenting culture has led to invitations to contribute to *The Daily Telegraph* feature '[From pubic hair growth to boyfriend updates: Forget sharenting, it's today's teens who dish out TMI](#)' and the Liverpool Echo's [Menopod](#) podcast series. Her research on parenting and digitisation (Ramaekers and Hodgson, 2020) led to an invitation to contribute to the LSE blog, [Parenting for a Digital Future](#).

In relation to her work on the relationship between philosophy and community, Hodgson was interviewed on the US-based podcast '[Philosophy Bakes Bread](#)'.

Spohrer's research on the discourse of aspiration (Spohrer et al., 2018) was featured on the [LSE Politics and Policy blog](#).

Tillson contributed to the podcast '[The Emotional Curriculum](#)' to discuss his Pedagogies of Punishment research project.

CRF

Anderson's research with 'Nature to Nurture', Merseyside's first outdoor nursery, was featured on BBC's *The One Show*. She discussed how children engage with their outdoor experiences and how this influences socio-emotional and cognitive development.