

<b>Institution: Leeds Trinity University</b>
<b>Unit of Assessment: 23 - Education</b>
<p><b>1. Unit context and structure, research and impact strategy</b></p> <p>[Note: Category A submitted staff in <b>bold</b>. Non-Category A staff employed on the census date in <i>italics</i>. Other staff employed during the census period but not on the census date in normal text.]</p> <p><b><u>Context and Structure:</u></b></p> <p>This submission is based on the University's Institute of Childhood and Education (ICE). ICE contributes to the education and wellbeing of children, families, learners and professionals - both inside and outside of the school system. It does this by:</p> <ul style="list-style-type: none"> <li>• Providing excellent professional and academic Education programmes that focus on the needs of schools and other institutions in Leeds, West Yorkshire and beyond.</li> <li>• Exchanging knowledge with fellow professionals, organisations and agencies to contribute and enrich our academic expertise and creating knowledge through research.</li> <li>• Promoting and practising inclusion.</li> <li>• Collaborating with individuals and organisations that share our values, to build resilience, enhance practice, extend knowledge, and widen horizons.</li> </ul> <p>This is Leeds Trinity University's (LTU's) first submission to the REF in Education. During the assessment period our strategy has been to build our capacity to conduct applied research that is valued by our partners, particularly around broad themes of social inclusion and education, building our capacity for achieving impact. LTU gained University status in 2012, and during the census period strategic actions have been taken which have underpinned an upward trajectory to enable this entry to the REF. The entry includes 9.8 FTE Category A staff based on a headcount of 11.</p> <p>During the assessment period, LTU has supported the development of research capacity in Education through the recruitment of research active staff and research leadership, including the appointment of a new Director of ICE with expertise in research development and a remit to prepare for an inaugural submission to the REF (<b>Leach</b>); see <i>Staffing</i> below. As described in REF5a, during the assessment period LTU has invested in centralised support for research including pre- and post-award contract support and an extensive research focused CPD (Continuing Professional Development) programme targeted at staff and postgraduate researchers (PGRs).</p> <p>Our focus during this early stage of our development has included the following strategic actions:</p> <ol style="list-style-type: none"> <li>1. <u>Implementing a staffing strategy</u> to enable ICE better to address its mission for research and impact through new appointments and skills development for all staff on research and Knowledge Exchange (KE) (including staff who are not yet independent researchers with a significant responsibility for research) (described in <i>People</i> below).</li> <li>2. <u>Building the academic knowledge base of staff</u> to maximise participation in national and international scholarly communities (described in <i>Income, Infrastructure and Facilities</i> below).</li> <li>3. <u>Upskilling practitioners' capacity to use research evidence</u> to improve their practice through doctoral training, including our own staff (described in <i>People</i> below).</li> <li>4. <u>Developing partnerships</u> as vehicles for applied research, impacting on society and contributing to the discipline (described below).</li> <li>5. <u>Unifying themes</u> and coalescing the activity of individual researchers.</li> <li>6. <u>Creating impact and knowledge exchange</u> within and beyond the academic community.</li> </ol>

**Research - 1) Social Inclusion:**

Our Department's knowledge and interests have blended to facilitate a unifying theme in the understanding and promotion of social inclusion across many submitted outputs. This strategic theme has been further developed through interdisciplinary collaborations between LTU staff with different academic backgrounds creating a sustainable focus for debate and exploration of issues, and thereby contributing to the vitality of the research environment. This strategy has involved wider networking with other academics in the region and beyond thereby maximising opportunities for regional collaborations which make the most of national resources.

Developing partnerships in the region has engendered significant academic activity and intellectual stimulus. An example of such vitality drawing on social work and education is the book *Becoming Citizens: Perspectives on Social Justice in the 21<sup>st</sup> Century* (including **Elmer**), and the book *Everyday Social Justice and Citizenship* (including **Ba'**, **Mealeay** who is entered in another UoA, *Doherty* and *Fook*), and the book *Meeting the Mental Health Needs of Young Children 0-5 Years* (including *M. Potter*, *Glazzard*). Outputs submitted by **Ba'**, **Bradley**, **Elmer**, **Flanagan**, **Hanna**, **Jarvis**, **Lau Clayton**, **Nuttall**, **Pinkney**, and **Tshabangu** further address social inclusion. Topic areas include precarious gender debates within employment and employability, young fathers and young mothers in higher education, teachers' professional knowledge about poverty and disadvantage, child protection for the disadvantaged and vulnerable, experiences of play therapy, care experienced young people, educational inequalities, the experiences of BAME and marginalised British families during lockdown, domestic abuse, and gender and poverty in sub-Saharan Africa. Many of our outputs on understanding and promoting inclusion address under-researched questions in education, thereby making original contributions to knowledge that have been shared within the academic community and beyond through scholars' participation in various networks (described later in this section).

The main focus of our approach to research impact is to build, nurture and resource partnerships with appropriate organisations to facilitate the conduct, and associated impact, of our applied research (as exemplified later in this section). During the assessment period resource was invested into a central office to support new business development and the ongoing delivery of activities as described in REF5a. **Ba**, **Elmer**, **Lau Clayton**, **Pinkney** and **Tshabangu** received institutional investment through which they developed and nurtured national and international networks in order to progress the impact of their research (as described later in this section).

This approach to research impact can be illustrated by **Lau Clayton's** work on masculinities and young fatherhood, with a particular focus on young fathers' aspirations for, and experiences of, higher education. In order to conduct her research and maximise its impact, **Lau Clayton** has built and sustained several partnerships with government and third sector organisations. Examples include partnerships with *Leeds City Council's* Support and Prevention Team, *Futures* (an initiative supporting parents under the age of 25 who have experienced the first-time removal of a baby under the age of 12 months), and collaboration with the *Young Dad's Collective North* (through *Leeds Acts!* funding on young fatherhood and experiences in Higher Education). Further examples are presented in *Collaboration and Contribution to the Research Base, Economy and Society* below. LTU recently invested £24.5k of additional QR (Quality Research) money (2020) to support **Lau Clayton** and **Pinkney** in the further development of networks to support future research and impact around young fatherhood and care experienced young people.

Our two submitted impact case studies (ICSs) further exemplify this approach. The case study on **Improving Young Fathers' Experiences in Higher Education** shows how the research was designed and conducted in collaboration with stakeholder groups as partners (as well as research participants). This approach enabled pathways to impact including promoting awareness amongst policymakers, influencing national policy through invited evidence presentation at an All Party Parliamentary Group (APPG) (postponed till 2021 due to the pandemic), contributing towards more effective service delivery, and contributing to public debate by working with national media outlets such as the BBC (British Broadcasting Corporation). The work is ongoing, and the team

organised an online national conference (November 2020), stakeholder steering group (February 2021) and will be presenting to the Scottish Government's Pregnancy and Parenthood in Young People Strategy (tbc 2021). The case study on **Giving a Voice to Marginalised and Socially Disadvantaged Children, Families and Adults in Vulnerable Contexts** also describes how the research was designed and conducted in collaboration with stakeholders and partners, and how partner organisations were integral to the impact strategy for the research. Dissemination at professional CPD events promotes social care employer engagement through higher level Apprenticeship programmes, designed to upskill local children's social care professionals and subsequently impact on professional practice.

### **Research - 2) Education:**

A second unifying strategic theme is concerned with the teaching and learning school subjects (**Ford, Hoath, Leach, Podesta, Stanford**). This theme encompasses curriculum, pedagogy and impact. **Ford, Podesta** and **Stanford** have worked on curriculum and pedagogy in history education with a particular focus on developing history teachers' subject knowledge for pedagogical purposes. **Leach** and **Hoath** have worked on teacher development, subject teaching strategies and pedagogy in science education. Maximising the impact of national resources, research agendas were developed through collaboration with academics in the region and beyond (e.g. The University of Leeds, Sheffield Hallam University, The University of Cambridge).

Impact from **Ford, Podesta** and **Stanford's** work can be seen through the Schools History Project (SHP) which is run by LTU and Directed by **Stanford**. SHP has maintained significant reach since its inception in 1972, across national and international practitioner communities, and provides focus towards our strategic aims. In assessing the impact of SHP on the landscape of history teaching in the UK, within the context of the contemporary interest in 'powerful knowledge' and conceptualising the school curriculum, Chapman (*Knowing History in Schools*, 2021, UCL Press) has described the SHP as having 'contributed to a model of what disciplinary historical learning looks like that is largely accepted (...) and that has been widely adapted nationally and internationally' (p.11). For example:

- The SHP GCSE history specification was taken by between 16.5k and 17k students per year (2018-20), across 252 examination centres in 2019.
- 37 textbooks (including 2 by **Ford**, 1 with in excess of 12k sales) to support SHP school history teaching are published by Hodder.
- SHP runs a significant programme of CPD for history teachers including an annual conference; the Virtual Annual Conference held in July 2020 was attended by 723 people, and smaller CPD sessions have had over 300 participants (multiple contributions by **Stanford, Podesta** and **Ford** in the census period).
- The SHP website had 79,286 viewings in 2019 and the SHP Twitter feed has 6,960 followers.

During the census period **Ford's** research has formed the basis of both CPD sessions through SHP and SHP textbook content and assessment materials. For example, his submitted output underpinned 6 CPD events for history teachers as well as the assessment pack for the Hodder SHP *Teaching History* series (2014).

During the assessment period **Hoath** and **Leach** have both addressed the interaction between subject content, pedagogy, curriculum and learning in science. The pathway to impact from this work has been through publication for professional audiences (**Hoath**), delivering (**Hoath**) and contributing to practitioner CPD curricula through STEM/Science, Technology, Engineering and Math Learning (the national body for STEM CPD) (**Hoath** and **Leach**). **Hoath** and **Podesta** established and have run a practitioner research group for teachers and have established an action research programme to investigate the impact of members' participation in the group on their practice. Although this work is still in progress, an initial finding was that members came to feel more empowered to focus their research on their own classroom practice rather than whole school issues. This has been drawn upon by **Hoath** in her professionally oriented publications and

CPD inputs, including for example, three practitioner conferences (two international and one national) relating to effective pedagogies for teaching outside the classroom and practitioners researching their own pedagogic practice.

### **Impact Strategy**

LTU has identified Education as a priority area for investment in its next strategic plan. Our focus will encompass both applied research and associated KE and research impact activities. At the time of writing LTU is in the process of recruiting professorial leadership for at least 1, and preferably both, of its current research themes (as outlined in *People* below). Depending on the number and focus of recruitments, further research themes may be developed. At least 1 fully funded doctoral studentship will be associated with the appointments. Our future strategy involves developing impactful research on inclusive education in collaboration with the [Leeds Learning Alliance \(LLA\)](#), preferably through a new Research Centre with professorial leadership.

LTU is a Founding Partner in the LLA, which is a Foundation Trust of educational and third-sector anchor institutions in Leeds committed to strengthening inclusive education as part of the city's [Inclusive Growth Strategy](#). **Leach** is a Director. The LLA provides a mechanism for impact from our research around the theme of inclusive education. For example, we have developed a new Postgraduate Certificate in Inclusive Leadership which uses **Nuttall's** research on inclusive leadership in urban primary schools to exemplify how aspiring leaders can engage with principles of social justice to inform contextualised and locally sensitive leadership policies and practices. It is anticipated that impact will be evidenced across a range of participating educational settings, through leaders' improvement plans which tackle issues related to marginalisation and exclusion and which promote strategies for developing and maintaining effective inclusive practices.

Building upon our early-stage strategic actions, the future priorities for research and impact during the next assessment period will focus on:

1. Further developing the vitality and sustainability of our research environment through academic appointments and career development for individuals. In particular the strategy to recruit additional Professorial senior academic leadership in Education, set within the census period and being realised at the time of writing.
2. Further developing our research supervision capacity in Education to enable us to support applied research and KE with academic and professional communities, contributing to the research base.
3. Demonstrating appropriate vitality and sustainability in the research environment at institutional and disciplinary levels and achieving research degree awarding powers.
4. Investing to support existing (and some new) partnerships and collaborative networks to underpin our applied research and impact activities.
5. Developing the scale and scope of research activity around unifying themes of education and social inclusion.
6. Further developing our CPD offer (and enabling infrastructure) to support staff specialising in professional practice (in schools and other workplaces) to develop research impact.

## **2. People**

### **Staffing Strategy and Staff Development**

Developing the staff base and enhancing staff knowledge and skills has been the main strategic focus during the assessment period. This has included making staff appointments and developing the knowledge and skills of all staff. In order to address the aims of ICE that are described in the first paragraphs of *Unit Context, Research and Impact Strategy*, as well as to fulfil teaching requirements, the unit's staff base includes a large number of colleagues with a background in some form of professional practice (including social work, nursing and teaching). As such, on appointment many staff bring with them rich practice backgrounds that enable the design of impactful research, as well as networks that provide potential for strong pathways to impact.



Equally, while some such staff have strong research skills on appointment, others require research training to be undertaken while in work and undertake PGR study on a part time basis to provide this training. The current academic staff of ICE includes examples of people who have progressed from undergraduate and/or postgraduate study at LTU into practice and have returned to academic posts (with associated part time research degree study), thereby contributing to the research base. All staff benefit from mentoring on appointment, tailored to their needs, alongside the formal review and development scheme that all staff are required to participate in.

During the period, in order to enhance the trajectory towards enhanced sustainability and vitality of the research culture, 3 Readers and 2 Professors were either internally promoted or appointed through external processes (Fulford, Jarvis, **Lau Clayton**, Fook, **Leach**). **Leach** was appointed as Director of ICE in June 2018, with a remit to develop the academic environment of ICE in line with the strategy stated above. Several new Early Career Researchers (ECRs) were recruited into substantive academic posts during the census period (including **Ba**, Bradley, Hanna, **Tshabangu**). 5 staff obtained their doctorates (Bradley, **Hoath**, O'Sullivan, *Pearce*, *C. Smith*) and 5 staff are currently studying for doctorates at LTU or elsewhere (**Flanagan**, **Nuttall**, *Podesta*, *Pratt*, *Wright*). Support for staff undertaking doctorates is through time allocations in their workloads, as described later in this section, and fees are waived if studying at LTU.

There is evidence that LTU Educational researchers are attractive to other universities. During the census period Bradley was promoted to a research-focused position at another institution, and Fulford and Glazzard were promoted to their first Professorial positions at other institutions. **Lau Clayton** was also promoted internally to a Readership. To address succession, a programme of academic appointments was initiated and ECRs including *Baron*, *Laverick* and *Nassem* were appointed (in some cases after the REF census date). Further appointments will be made in the near future.

A number of actions have been taken in order to develop the research knowledge and skills of academic staff. LTU has initiated a vibrant programme of research focused CPD as described in REF5a. This includes sessions for staff and PGRs addressing, for example, writing for publication, grant capture, Open Access (OA) publishing, and research degree supervision and assessment. During term time, the programme has at least 1 session per week on average. In addition, Education-specific staff development during the census period has included the initiation of a monthly seminar programme addressing both research and research impact. Seminars are well-attended, and have included a focus on ongoing doctoral projects, paper-writing and funded research projects, as well as Education-focused discussion of more general areas such as developing KE in Education. ICE also hosts the seminar series of the Yorkshire and the Humber Branch of the Philosophy of Education Society of Great Britain (PESGB).

Workload credit is given to all staff for research activities. In common with the academic contract used across 'post-92' universities all staff are allocated 165 hours per year *pro rata* for research and scholarly activity. In addition, Professors are allocated a further 660 hours per year *pro rata* and Readers a further 385 hours per year *pro rata*. Further allocations are made within individual workplans to take account of specific research activities, including 135 hours per year for those registered on doctoral programmes. 70 hours per year are allocated to PGR supervision teams, with 90 hours allocated to supervisory teams of 3. In line with the Code of Practice all annual performance review meetings address academic staff plans for research and scholarly activity.

Roles in ICE have been restructured to include colleagues with allocated time to lead on research (**Lau Clayton**) and KE and research impact (*Doherty*). **Elmer** provides a link between ICE and centrally organised services that handle the recruitment, admission, administration, and training of PGRs. Support is provided to staff from other parts of the University undertaking doctoral study through supervision (e.g. by **Elmer** and **Leach**) or advice on engaging in pedagogic research in their subject areas (e.g. Elmer). Researchers, and particularly more experienced researchers, regularly provide feedback to colleagues about papers and presentations during development and before submission. Although not yet formalised into a 'peer review college' there is knowledge and expectation that such feedback is available and will be taken up.

As previously described LTU is currently in the process of putting in place senior research leadership for its research themes by recruiting at least 1 and hopefully 2 Professors (with associated fully funded doctoral studentships). These appointments will add leadership capacity for both research and research impact as well as providing increased depth in supervisory capacity for PGRs, thereby adding to the sustainability and vitality of the research environment. Although the appointed Professor(s) will be instrumental in shaping the strategic development of the research themes, the current intention is to develop a Centre for Inclusive Education under Professorial leadership, with routes to research impact in place through existing partnerships including the Leeds Learning Alliance.

### **Research Students**

2 doctoral degrees were awarded during the census period, and 10 were in progress on 31 July 2020 (9 PhDs and 1 Masters by Research). A further funded studentship has been allocated and will start on 1 February 2021, with other funded studentships planned associated with Professorial and other recruitment. The number of PGRs in the UoA has grown steadily and then been sustained over the census period (see table 1). The total spend on PGR support in the UoA for the assessment period was more than £19.8k. This included conference attendance (including overseas conferences) and research expenses.

*Table 1: PGR student numbers per year in the UoA during the assessment period*

<b>Year</b>	<b>Registered PGR students</b>
2013	0
2014	0
2015	1
2016	5
2017	6
2018	10
2019	10
2020	10

Supervisors from Education receive training through the University of Leeds as described in REF5a, and there are now 2 'Model 1' supervisors in Education (**Elmer** and **Leach**), indicating that at least 1 doctorate has been supervised successfully to completion. **Ba'**, **Lau Clayton** and **Hoath** are currently co-supervising research students and **Martin** and **Tshabangu** have undertaken the required training at the University of Leeds. Supervision teams have been strengthened by, and received mentoring from, experienced supervisors from Psychology at LTU and Education at the University of Leeds. **Elmer** and **Leach** are part of interdisciplinary supervisory teams for PGRs from Psychology and Media respectively. The new Professorial recruitment(s) will add supervision capacity to the UoA. The institutional relationship with the University of Leeds is underpinned by a contract and is therefore sustainable.

Much of the generic skills development for our PGRs is provided centrally. It includes provision from the accrediting partner, University of Leeds, and online content from the University of East Anglia via Guild HE membership. Our PGR students contribute to vitality in the research environment. In addition to the activities presented in REF5a, Education doctoral students present at and attend the ICE seminar series, and see themselves as part of a developing research culture in Education in which they can develop skills in research dissemination and make an original contribution to knowledge in the future. LTU also hosts the Philosophy of Education Society of Great Britain (PESGB) Yorkshire Branch which is housed at LTU. The PESGB Branch seminars were initiated by Fulford and are now jointly organised by a recent doctoral graduate who is now a Visiting Lecturer at Leeds Trinity (**O'Reilly**) and **Podesta**.

**Equality and Diversity**

Promoting and practicing inclusion is part of the mission of ICE and underpins our approach to research and impact activity in Education. For example, we prioritised social justice, social work, vulnerable adults and children during the internal competition for funded research studentships and recruited a candidate to research care experienced and estranged students in HE (Feb 2021).

As per the University's Code of Practice, all staff involved in the unit's decision making for REF2021 have completed REF-specific Equality, Diversity and Inclusion training. During the census period appointments (including senior appointments) have included people with protected characteristics that are traditionally underrepresented (disability, LGBT+, BAME, international, female). The submission to UoA23 has strong representation from traditionally underrepresented groups: All but 2 of the 11 Category A staff entered academia after a significant period of time in practice in social work, nursing or school teaching. Category A staff include 6 women and 5 men, 2 people with non-UK citizenship, 2 people who identify with a group classified as BAME, and 2 people living with a disability.

The Unit and University recognises its obligations under the Equality Act and, as a Disability Confident employer, supports its staff and students experiencing health issues as a result of an underlying disability as much as possible. The University's Dyslexia and Disability Support Team liaise with relevant Unit members about measures needed to accommodate specific access needs, of staff or students, via individualised Learning Support Plans. As an accessible campus, our accommodation and campus buildings have been developed to include: platform lifts for wheelchair users, automatic doors, en-suite rooms, adapted kitchens, adapted fire alarms for students with hearing impairments; therefore, all laboratories, teaching rooms, and offices are accessible.

Where a staff member or PGR has frequent, short-term absences that are related to a disability, then adjustment of short-term absence triggers in respect of that individual can occur. Such issues are dealt with on a case by case basis. Where employees become disabled during the course of their employment, whether through injury or ill health, the Unit and University make reasonable adjustments to support them in their role (e.g., office re-location, changes to working patterns, provision of appropriate equipment or software, support with time off for ongoing treatment etc.).

The Unit follows the approaches outlined in the University's Health-Related Absence Policy which describes a multi-stage approach primarily led by the line manager (staff) or supervisor (when the returnee is a PGR student). Initial Back to Work discussions take place following the individual's return to work after any period of short- or long-term absence. These discussions, no matter how brief, are important to ensure that the person returning to work feels supported and enables any potential work-related issues to be addressed at the earliest possible stage. Where a period of significant health, injury or disability absence has occurred, the Unit and University is committed to helping employees and PGR students to return to work on a programme of rehabilitation or phased return. Where a phased return is necessary, colleagues from Human Resources advise the line manager/supervisor on an appropriate approach, taking into account anything that has been recommended on the Fit Note. The situation is monitored closely, and the individual's progress noted and reviewed on a weekly basis. Pregnancy-related absences are disregarded for the purposes of short-term absence triggers but women who have had time off for maternity are invited to attend Back to Work and Health and Well Being Meetings as appropriate to ensure there are no work-related factors that could be impacting on their health.

The Unit also supports the University's ambitions (stated in the People Plan 2018-2021: <https://www.leedstrinity.ac.uk/media/site-assets/documents/key-documents/pdfs/people-plan.pdf>) to recognise the link between the wellbeing of our staff and students and our overall success. Accordingly, resources are provided to encourage and inspire our people to pay attention to their health and wellbeing. Notably, across the University, ca. 10% of employees are trained and accredited Mental Health First Aiders. The Unit encourages the institution's use of the Employee Assistance Programme. As part of the Mindful Employer network, the University is also

a signatory to the Charter for Employers who are Positive about Mental Health, facilitating stress management workshops or wellbeing sessions, timely access and local support for staff during sickness absences, training for managers to tackle mental health issues as they arise and sharing of best practice between local businesses when working to minimise the impact of mental ill health at work.

The unit also promotes the University's Protection of Dignity at Work and Study Policy (<https://www.leedstrinity.ac.uk/media/site-assets/documents/key-documents/pdfs/protection-of-dignity-at-work-and-study-policy.pdf>) in order to provide a working and learning environment which is free from harassment, including bullying and unfair discrimination. The unit expects that all individuals will be treated with respect and consideration given that harassment can be detrimental to performance, morale, confidence, health and learning of those who are affected by it. Similarly, the University's Student Mental Health Policy (<https://www.leedstrinity.ac.uk/media/site-assets/documents/key-documents/pdfs/student-mental-health-policy.pdf>) dictates the unit's approaches to PGR student mental health provision.

### 3. Income, infrastructure and facilities

During the census period our focus has been on developing capability to pursue high-quality, impactful research and securing external income to underpin the sustainability and vitality of the research culture.

As described above, in order to build the academic knowledge and skills of all staff and PGRs LTU and ICE initiated development programmes and seminar series during the census period. Staff and PGRs were supported to participate in research networks and conferences as previously described.

A School-level Research Ethics and Integrity subcommittee was established (as part of the University structure described in REF5a), and development sessions have taken place to enable committee members and reviewers to develop an expert understanding of research ethics and integrity in Education, in line with the BERA (British Educational Research Association) guidelines (2018). As described in REF5a all PGRs, and colleagues involved in the conduct of research are required to successfully complete a MOOC (Massively Open Online Courses) on research ethics and integrity that was written by the University of Leeds and is offered through FutureLearn.

Supported by dedicated Library staff, and recognising the benefits to the public and external stakeholders of unrestricted access to research outputs, the unit operationalises the University's default Open Access approach (<https://www.leedstrinity.ac.uk/media/site-assets/documents/key-documents/pdfs/open-access-policy.pdf>); primarily via the green OA route linked to the University's acquisition of the PURE repository. Such practice ensures that the unit's research and KE outputs are openly available and accessible while facilitating rapid dissemination, and increased engagement by partners, stakeholders, beneficiaries, professional practitioners, and the wider public.

We have also invested resources into growing our capacity to win competitive external funding, setting up a 'permission to go ahead' scheme with applications for external funding based on peer review from within and beyond the UoA. Colleagues submitting applications for external funding competitions receive support from more experienced funding applicants. This support takes the form of planning discussions about strategy and study design, detailed feedback on drafts and (in some cases) co-construction of applications with a small team being created. In addition, colleagues are encouraged to become involved in bidding consortia with more experienced colleagues from other universities, in order to contribute their expertise as appropriate and learn about the process of bidding for funding.

Some bids have been submitted to UKRI (United Kingdom Research and Innovation), the BA (British Academy) and charities, and the UoA has secured ca. £48k of external funding during the census period. Although the absolute level of external funding awarded during the assessment



period is modest, it reflects considerable progress when compared with prior funding. This positive trajectory is now reflected in six areas of funded research activity. These have attracted £48k of external funding during the period and are:

- The establishment of the Yorkshire and the Humber Philosophy of Education Society of Great Britain seminar series (£18.29k, Fulford).
- £12.66k (British Academy) to support writing workshops (Hanna).
- Seedcorn funding of ~£750 was received from the charity LeedsACTS! and supplemented with internal investment of £31k from the QR Strategic Priorities Fund to support **Lau Clayton's** research (with **Pinkney** and *M. Potter*) on lockdown and young fathers' and care-experienced young people's, access to HE.
- £8.49k from the British Academy was received to support Hanna's research on migrant children in South Africa.
- £1.9k was received from Canterbury Christ Church University to support Jarvis's collaborative work on the history of early years education.
- Small grants (£4.98k from the Independent Social Research Foundation; £59.48k from the Higher Education Academy split between institutions) were awarded to develop research on pedagogy and diversifying leadership in Higher Education (Fook).

As described in REF5a, comprehensive training is accessed by LTU staff on all aspects of PGR supervision and assessment from the University of Leeds. We have also drawn upon expertise at the University of Leeds to support and provide mentoring to research degree supervision teams in Education in order to build sustainability, and we use the excellent education-specific resources of the Brotherton Library at the University of Leeds to support our research. Colleagues participate in discipline-specific seminar programmes in the School of Education at the University of Leeds (**Leach**, *Podesta*, *Pratt*) and the Leeds Social Science Institute (**Ba'**, **Tshabangu**). Colleagues also participate in Education-focused seminar programmes at Leeds Beckett University (*Doherty*, *Martin*, **Nuttall**, *Pearce*, **Pinkney**, *Stephenson*).

We anticipate that such regional collaborations will be a key focus for the unit in the future, to maximise the impact of national funding through regional collaboration. The three universities in Leeds involved in the field of Education initiated a joint conference to further this intention (**Hoath**, **Leach**, *Podesta*) though this had to be postponed because of the pandemic. We intend to reinstate planning for this as soon as it is feasible to do so. Colleagues from the unit have also collaborated during the census period with the University of Perugia (**Ba'**, drawing upon Erasmus Staff Mobility grants), Oslo Metropolitan University (**Pinkney**, drawing upon an Erasmus Staff Mobility grant), The University of Tours and University of Hamburg (**Lau Clayton**, drawing upon Erasmus Staff Mobility Grants), and Vermont (**Elmer** drawing on internal funding). As described in REF5a the University has a fund to support colleagues in presenting their work at conferences. £14,295.76 has been invested to support Education colleagues in attending conferences in the UK and a further £21,489.65 has been added to this from ICE budgets to support additional conference activity.

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

As indicated throughout this document, one of our main developmental strategies has been to enhance our research capacity and impact through proactive partnerships and collaborations in the region and beyond. By collaborating with academics beyond LTU, we have contributed to the vitality and sustainability of our research culture, making the most of national resources. For example, we have been pleased to host the Yorkshire and the Humber branch of the Philosophy of Education Society of Great Britain. Seminars during the census period have been presented by national figures (including David Halpin, Ann Pirrie, Ruth Wareham, Darren Chetty, Janet Orchard) and these events are regularly attended by researchers from nearby universities including York St John and the Universities of Leeds and Huddersfield.

Three individuals who have made particular contributions to society and/or the research base are Lau Clayton, Elmer and Leach:

**Lau Clayton** has extensive external collaborations as a result of her work on young fathers and British families in lockdown. These have contributed to society. As well as the groups associated with Leeds City Council that have already been mentioned, an expert roundtable discussion was held in London on 11 March 2020 with representatives from the Department of Work and Pensions, the Director of Teenage Pregnancy Knowledge Exchange, Future Men (who provide the Secretariat to the All Party Parliamentary Group (APPG) on Fatherhood, the Royal College of Midwives, the Family Nurse Partnership and the former Head of Policy at Barnardo's. Local links include Home Start, Bramley And Rodley Community Action Leeds, Strengthening Families, Early Start, Leeds Pathway Team, North East Young Dads and Lads, and Future Men. She has provided consultancy to the Movember project, father participation and inclusion programmes (Australia, 2018), and a piece on young motherhood on the Victoria Derbyshire Programme (BBC2, 2019) drew on her work on young fatherhood. She is a member of two All Party Parliamentary Groups (APPGs) (on Fatherhood and Children) and was scheduled to present her research findings to the APPG on Fatherhood in May 2020 (though the meeting did not take place due to the pandemic). She was also a member of the Fathers Development Foundation, and the Family Strategic Partnership Young Fathers Steering Group (DfE/Department for Education). Six written reports from this work programme (with *M. Potter*) were accepted in response to three calls for evidence by the Parliamentary Education Committee (24 June 2020), the Women and Equalities Committee (7 July 2020) and the Business, Energy, and Industrial Strategy Committee (9 June 2020). Her work on British families in lockdown, led to collaborations with colleagues at the Universities of Warsaw, Oxford and Glasgow. This resulted in a joint evidence report with the University of Glasgow accepted by the Parliamentary Education Select Committee on lockdown learning plans (6 October 2020).

As described in one of our Impact Case Studies, **Elmer's** research has made a positive contribution to society through improvements in therapeutic approaches in the primary classroom for children with emotional needs delivered as CPD to local educators, and the ways that professionals interact with vulnerable client groups around family conferences and domestic abuse.

**Leach** was Deputy Chair of the Education subpanel (REF2014). Subsequently, he has supported Education research strategy in 5 English universities. He served as a member of BERA Council (2017-2020) and led BERA's nominating process for membership of the current REF sub-panel for Education. He is now Deputy Convener of the Education sub-panel in the Hong Kong Research Assessment Exercise (2020, though reporting of the outcomes has been delayed until May 2021 due to the pandemic). He was a member of the joint working group of the British Academy and Royal Society on the future of educational research that led to the report *Harnessing Educational Research* (2018). Through this work he has also contributed to public discourse about how educational research can better influence educational policy and practice through impact in the UK, contributing to the economy and society. Until 2018 **Leach** was a Board member of STEM Learning which uses DfE and Wellcome funding to provide CPD for professionals involved in STEM education. He was then invited to chair the new Research into Practice Committee to enable the CPD curriculum offered by STEM Learning to better draw upon research evidence promoting the significance and reach of STEM education research.

Our staff contribute to the research base in many other ways too:

**Pinkney** established and co-convoked the BERA SIG on Children and Childhood (2015-18) and organised and chaired a national seminar bringing together researchers and practitioners on Care Experienced Young People, thereby contributing to society as well as the research base. **Tshabangu** has been on the co-ordinating committees for several international conferences including Leadership and innovation 2030: Gender empowerment for sustainable futures in Africa. **Ba, Elmer, Flanagan** and **Hoath** have made invited presentations at York St John University, the Universities of Amsterdam, Naples, Limerick, Lisbon, Parma, York, Vermont, Huddersfield, and Sheffield Hallam, Northumbria, and Liverpool John Moore Universities. **Lau Clayton** has made several invited presentations on her work on young fatherhood, including at the Universities of

Tours, Portsmouth, and Turin. Submitted colleagues have made 58 presentations at conferences in the UK and beyond during the assessment period.

**Elmer, Hoath, Lau Clayton, Leach, Pinkney** and **P. Smith** have supervised research degrees at LTU or elsewhere during the assessment period, and **Leach, Pinkney** and **Tshabangu** have served as external examiners for research degrees at the Universities of York, the West of England, South Africa, and the Open University.

**Lau Clayton** and **Leach** have reviewed for the ESRC(Economic Social Research Council), and **P. Smith** has reviewed for the Higher Education Academy. **Ba, Ford, Hoath, Lau Clayton, Nuttall** and **Tshabangu** have reviewed for publishers including Open University Press, Sage, Palgrave Macmillan, and Bloomsbury. **Hoath** is the Editor of Primary Science Review, and **Ba, Elmer, Hoath, Lau Clayton, Leach, P. Smith** and **Tshabangu** serve on the editorial boards of journals including *Quaderni di Teoria Sociale*, British Journal of Play Therapy, Practice, Review of Social Science, Research in Science Education, Research in Education, and the International Journal of Asian Social Science.

**Leach** is a Visiting Professor at the University of Leeds, **Flanagan** is an Associate of the Institute of Applied Ethics (University of Hull) and **Tshabangu** is a member of the Inequalities Research Network of the Leeds Social Sciences Institute (University of Leeds). **Tshabangu** edited a published book through the network on *Global Ideologies Surrounding Children's Rights and Social Justice*, making a contribution to society with international reach. **Pinkney** has used her expertise in care-experienced young people to inform regional strategy on widening participation in higher education as the LTU representative on Go Higher West Yorkshire. She has longstanding collaborations with researchers in Denmark, is a member of the Centre for the Study of Childhood and Youth at Sheffield University, and since 2016 has led a network on care experienced children and educational aspirations involving social care and education professionals. **Ba'** is a member of the 'future of work' section of the Centre for Employment Relations, Innovation and Change at the University of Leeds which considers the changing nature of work, including care work, which is fundamental to the early years of education. He specialises in job insecurity and parenting. He is also a member of Trans-Pennine Working Group, which considers theoretical innovations around the organisation of labour and social forms. The group facilitated contributions to the journal *Capital & Class* and to two international conferences. He is also a member of a research group (*Ricerca Legami Sociali*; RiLeS) at the University of Perugia (Italy) which focuses on researching social links. This is a network organisation focused on sociological research on social links and social theory, and it hosts the journal *Quaderni di Teoria Sociale* (Social Theory Notebooks); **Ba'** is a member of the Editorial Board. **Hoath** is a member of the Research into Practice Committee.

### **Concluding Statement**

This inaugural submission to the REF/Education Unit of Assessment at LTU consists of 11 Category A staff, with 2 PGR completions and 10 PGRs in progress on the census date with more in the pipeline and plans for significant growth in staffing at all levels of seniority. University commitment underpins the sustainability of our growing research environment and our vitality is evidenced through activities related to themes, events and collaborations regionally and beyond. From modest starting points our future trajectory is positive, and we look forward to further developing our strategies to enhance capacity, partnerships, research themes and impact.