

Institution: University of Chichester
Unit of Assessment: 23 (Education)
<p>1. Unit context and structure, research and impact strategy</p> <p><i>NB. Throughout this document, emboldened surnames indicate staff submitted to the Unit, and italicized names indicate Unit non-submitted staff. Underlined names indicate other staff members. Other surnames refer to former staff, external staff and school partners.</i></p> <p>Strategic aims for research and impact during the assessment period</p> <p>Background and Current Context</p> <p>The UoC is proud of its heritage in Education, and supporting this (both in terms of teacher training and education research) is an important part of its overarching strategic plan.</p> <p>Despite a previously strong tradition of supporting individual researchers, no Education staff members were entered into REF2014 and as a result, the Department set out on a strategy to build a research environment for Education. The former Head of Primary Education (Lander) was appointed as Department Research Co-ordinator and put in place a strategy to develop research in Education. After she left the UoC to take up a professorial post, the work that she started had a continued impact on current researchers in the Unit (for example, on the publications of Shelton). Lander organised a series of department-wide 'Research Conversations' that provided a forum for developing researchers (Shelton, Stone and Thompson) to present their work.</p> <p>Over the course of the 2014-20 assessment period the UoC has demonstrated, as it continues to demonstrate, a long-term commitment to research. Prior to this REF period, both the UoC and the Department of Education signalled the intention to strengthen their research profiles, especially through publication activities. In the University's 2012-15 Research Strategy (Objective 1: Opportunity and Productivity) it stated that 'every two years every academic member of staff should produce, or contribute to, a publication, at a level appropriate to individual and departmental priorities'. The Department of Education, in its Strategic plan (also 2012-15) stated:</p> <p><i>Over the next five years the Department of Education will develop a research profile and encourage appropriate staff to publish papers in addition to writing books and chapters.</i></p> <p>The UoC's 2015/16-20 Research Strategy reinforced the institution's intention to intensify research activity, and this set the scene for the subsequent appointments of Thompson as Bids Co-ordinator, Research Champion and Research Degrees Co-ordinator.</p> <p>The Unit's REF2021 submission is founded upon the longstanding dedication and commitment of its staff, who have made it into a vibrant and productive environment in which research can thrive.</p> <p>In June 2020 the Unit put in an application to the UoC's Research & Innovation Committee (R&IC), and subsequently to Academic Board, for the authority to award its own research degree. The Unit is delighted to report that this proposal was accepted by the University, and as a consequence, the Dept of Education now offers the opportunity for a specific research degree (PhD route) to enrich the portfolio of the University and to offer opportunities for both for its master's and external students. The Unit also continues to support research students in collaboration with colleagues in other departments at the University.</p>

Unit of assessment content and structure

The Institute of Education, Health and Social Studies (IEHSS) was formed in 2018, combining the departments of Childhood, Social Work and Social Care, Psychology and Counselling, and the former Institute of Education. The Unit is based at the UoC's Bognor Regis campus.

Research within the Unit is led by **Thompson**, who sits on the IEHSS Research Committee, which is chaired by **Pereira**, the Co-Director of the IEHSS and Cross-Institutional Lead for Research. **Pereira** sits on the University's R&IC, which is chaired by the Deputy Vice Chancellor. All researchers feed into decision making through regular Institute meetings, where research matters more generally are communicated and discussed.

Being an integral part of a wider Institute provides a wealth of opportunities for research and researcher development. The work of the Unit is strengthened by the inclusion of researchers in education-related areas across the University. For example, **Thompson** regularly contributes to Social Studies research seminars, and **Kurowski** (from Social Studies) leads sessions on grounded theory for Education.

Our Unit's research is focused on education systems related to (a) sectors, and (b) substantive areas such as curricula, teaching and learning, initial teacher training and equity, as follows: **Bentham** (teaching, learning and motivation); **Birch** (equity and assessment in sport); **Cooper** (education systems in relation to Early Years); **Duah** (Mathematics curriculum); **Everley** (Early Years and PE); **Hogh** (reasoning skills in secondary Science students); **Reavey** and **Wilkinson** (Science curriculum); **Shelton** (IT curriculum and teacher training); **Stone** (teacher training); **Thompson** (teacher training, leadership and management, and equity issues).

Our Unit comprises 11 'Category A' researchers (10.4 FTE). During the REF2021 assessment period, 8 out of these 11 researchers (73%) have published in peer-reviewed journals at both an international and national level. All 3 of the remaining Category A researchers (27%) have monographs or dual-authored books based on original research. Outputs selected for REF2021 include **Bentham** (1 book based on original research), **Birch** (4 articles), **Cooper** (1 article), **Duah** (2 articles), **Everley** (5 articles), **Hogh** (1 article), **Reavey** (3 articles), **Shelton** (4 articles), **Stone** (1 report and 1 original research-based chapter), **Thompson** (2 articles and 1 monograph), and **Wilkinson** (1 dual authored book).

Research and Impact Strategy

The 2014 Department strategy set out 5 strategic aims:

1. Achieve impactful research
2. Gain national and international recognition for research in Education
3. Work collaboratively with colleagues and research beneficiaries
4. Enable academic staff to become researchers
5. Develop academic staff knowledge and understanding of research

1. Achieve impactful research.

The Unit's success in meeting this aim can be seen in our REF2 and REF3 submissions, as well as a range of other activities.

Staff have been encouraged to seek opportunities to obtain funding for research, and training to support this has been provided by **Pacella**, former Head of Research, **Pereira** and **Thompson**. As a result, 8 staff have been engaged in income generation activity. For example, in 2017,

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Bentham, Thompson and Smith gained **GBP5,895** external funding from the Church of England Foundation for Educational Learning. In 2018, findings were disseminated at the Church of England Foundation for Educational Leadership conference, *Called, Connected and Committed*. **Everley** received **GBP10,000** from the NSPCC Child Protection in Sport Unit, which led to a paper in a prestigious journal. In 2020 **Nanson** received **GBP10,000** from the DfE for co-authoring a pilot study in teaching assistants' subject knowledge in Mathematics.

2. Achieve recognition for our research in Education.

As has been noted above, the Unit is delighted to be able to make its first submission to REF – meeting a key objective.

The increasing expertise of our Unit's researchers has been recognised through a variety of involvements in University-wide research responsibilities: **Bentham** and **Shelton** completed terms of office on the University Research Committee (now R&IC); **Stone** and **Cooper** have been members of the University Ethics Committee (2017-present); **Thompson** is a member of the REF Planning Team (REFPT), the R&IC, and the Research Degrees Group. In this way, an understanding of University research structures informs the work of the Unit, and the Unit contributes towards university-wide research activity.

3. Work collaboratively with colleagues and research beneficiaries.

The Unit has maximised the impact of its research by working closely with colleagues in widespread educational settings. For example, **Shelton, Laxton** and **Cooper** are working on the *Mapping Educational Specialist KnowHow* (MESH) research project for the Rohingya people, which is one of the Unit's Impact Case Studies.

The second Impact Case Study draws on research into effective bilingual education, led by **Melara Gutierrez** from the Unit and Gonzalez Lopez from the Spanish Department of Education in Madrid. It has involved **250** teachers, informing and enhancing bilingual education teachers' professional practice internationally. As a result, the Spanish Department of Education (Madrid) changed its policy on bilingual teaching.

The University has also worked to ensure that its research was disseminated to key beneficiaries, for example, a Research Showcase event (May 2014) allowed a range of research projects to be presented for an audience of local school leaders and teachers. Similarly, regular TeachMeet events have provided teachers in the local region to hear about the research conducted by staff and students associated with the Unit. Members of the Unit have been invited to participate in the research committees of Teaching Schools.

In November 2015, a Centre for Special Education and Disability Studies was launched. This centre has impacted on regional education through regular conferences which have provided a pathway for Unit researchers to share their insights with practitioners. The Centre has also been involved in research and evaluation projects with local organisations. For example, a current contract has seen the Centre supporting a school to develop lesson-study research projects.

4. Enable academic staff to become researchers.

As noted above, the current Unit submission has **11** Category A researchers.

An expectation to discuss research targets is now included in all academic annual development reviews, and these are ensuring that a greater proportion of staff now hold doctoral level degrees. At the end of 2013, **6** members of staff in the Education department held doctorates, with **2** of these doctorates predominately focused on education and **4** in other academic areas. Since then, the Unit has made developing researcher expertise in Education a priority, and as of July 2020, **13** Unit members hold doctorates, with a further **6** being currently enrolled on doctoral programmes. Support for staff doctoral research is personalised to meet individual

Unit-level environment template (REF5b)

circumstances but has included tuition fee contributions, internal funding for doctoral research projects, mentoring and workload adjustments.

Mentors have been assigned to members of the Unit who wish to develop as researchers, and this has proven effective. For example, with the guidance of her mentor **Pereira**, **Thompson** was appointed as the Unit's Research Champion in 2019 and Research Degrees Co-ordinator in 2020. Similarly, **Cooper** and **Laxton**, with guidance from their mentors, **Shelton** and Younie, were encouraged and guided the Early Years MESH (*Mapping Educational Specialist KnowHow*) guide for emergency situations relevant to young Rohingya refugees in Bangladesh. Subsequent to this, they have published their first peer-reviewed article in a prestigious Early Years Journal.

The UoC has also made available significant funding to target key strategic research opportunities. For example, Beadle was awarded a **GBP10,000** internal grant which enabled her to complete a number of research projects and present these at international conferences, resulting in international publications (see for example Beadle's publication in the *Turkish Online Journal of Educational Technology*). In addition, **Bentham** was awarded RFF (Research Facilitation Fund) funding over 2 years (2014-2016), which led to attendance at conferences and an article publication in the journal, *Assessment Matters*.

5. Develop academic staff knowledge and understanding of research.

In addition to supporting doctoral study, the Unit has created opportunities to develop the research expertise of all staff including those with and without doctoral qualifications. In 2015, Lander organised a series of regular department-wide 'Research Conversations' that provided a forum for developing researchers (such as **Shelton**, **Stone** and **Thompson**) to present their work. This developed into a series of seminars, and from 2019, **Thompson**, in her role of Research Champion, introduced *Research Cafés*, *Methodology Mastermind*, and *Expert seminars*. These included a Research Café called *Publish or Perish*, run by **Pereira**, **Thompson** and **Stone**, which focussed on the importance of peer-reviewed journals. Subsequently, **Cooper** and **Laxton**, supported by **Shelton** and Younie, submitted their first peer-reviewed journal successfully.

Research support and leadership has also been provided by visiting professors (Keyes and Younie), and these collaborations have led to a number of publications by members of the Unit (e.g., **Shelton**).

Additional Strategic Aims: The Next 5 Years

The Unit's overarching research strategy for the next 5 years is to support impactful research across and within a wide range of educational fields, taking full advantage both of our institution's inherently interdisciplinary structure, and our many collaborations with other universities, both in the UK and overseas. We are thus both inward-facing, working particularly closely with the Departments of Psychology, Social Studies and The Institute of Sport at UoC, whilst also taking every opportunity to develop international research partnerships.

Our future strategic aims also include:

- Strengthen the leadership of our Unit by appointing professor and readers.
- Formalise pathways for staff ranging from Early Career Researcher (ECR) to Established Researcher.
- Create research projects which include impact as an integral part of their design
- Further develop interdisciplinary and external collaborations (with visiting professors, subject networks, collaborative bidding and visiting speakers).
- Staff development (including mentorship, promotion and training).
- PhD supervision (increase the numbers of students, completions and supervisors).

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- Support existing Education Research Centres, and create new ones.

The Unit is committed to developing a system of research groupings to maximise research capacity. Over the next 2 years, the Unit will launch a new Research Centre, provisionally called the *Centre for Research and Innovation in Education*. With sub-groups focusing on the expertise of existing staff, for example, inclusion and diversity, Early Years and initial teacher education, this Centre will take advantage of existing national and international partnerships, to build a new network and enhance knowledge transfer.

2. People

Currently, **13** Unit staff hold PhD qualifications, and **11** of these colleagues are Category A researchers. **8** Unit staff (**Bentham, Birch, Brinded, Cooper, Duah, Shelton, Stone** and **Wilkinson**) obtained their qualifications in the current REF period. A further **6** Unit staff (**Hickman, Laxton, Melara Gutierrez, Minett, Newsom** and **Parkes**) are currently studying for PhDs.

Staffing Strategy and Staff Development

Staff Development

Every member of staff in the Unit has an annual Performance Review and Development Plan (PRDP). The PRDP process is the primary formal administrative mechanism through which staff can reflect on past performance and identify future goals. It is informed by the Researcher Development Framework, which is formally adopted by the University. More specifically, the PRDP is informed by the unique research objectives for the Unit as agreed with the University, which fit into the its broader research aims. In the 2019/20 academic year the PRDP form was redesigned to address staff development in research issues, so that line managers within subject areas can discuss specific targets related to the development of individuals' research.

In addition to utilising the UoC's PRDP framework, the Unit supports research development through providing access, encouragement, and funding for attending research conferences. For example, in 2015, the Unit supported Beadle to attend an international conference in Turkey, which led to a publication in the Turkish online *Journal of Educational Technology*. In 2017, **Bentham** was funded to give a paper at the BERA conference titled *Can a Motivational Journal make a difference?* This led to a joint publication with a partner school colleague, Iles. The Unit also supported **Shelton** to travel to Thailand to present his research into IT education.

As mentioned in the strategy section, internal staff development sessions have been revitalised by **Thompson**. In the *Research Cafés*, staff and research students discuss their work and receive feedback from colleagues in a collaborative setting. *Methodology Mastermind* sessions provide an opportunity for staff who have an interest and expertise in a particular methodology to answer questions from colleagues. *Expert Seminar* sessions provide a forum for external speakers.

Other sessions include:

- **Matthews:** *Emotional Regulation*.
- **Parkes and Hewitt:** *Using blogs: Understanding of Cultural Capital and implementation in schools*.
- **Wilkinson:** *Beginning to Publish: How to start. Highs and Lows*.
- **Pereira, Stone** and **Thompson:** *Publish or Perish! Tackling Peer-Reviewed Journals* (as mentioned above).

Commented [CS1]: This was a conference.
Should say "to present his research into IT education."

Unit-level environment template (REF5b)

- **Cooper** and **Laxton**: *Research Project: Early Years. MESH Project and the Rohingya People.*
- **Hickman**: *The Highs and lows of undertaking PhD research.*
- **Norris**: *Qualitative Choices. Discussing Qualitative methodologies.*
- **Pereira**: *Successful bid writing.*
- **Kurowski**: *Methodology Mastermind: Using Grounded Theory.*
- **Hewitt** and **Thompson**: *The Importance of Networking.*
- **Newsom**: *Starting a PhD. Channelling thoughts.*
- **Green**, Research Office: *Starting PhD Supervision.*

Staff are supported to feel part of the Unit research culture, and from an early stage are given the opportunity to give a seminar on their research (see, for example, **Newsom**).

PhD supervision

In order to become a PhD supervisor, new staff are placed into a team to work alongside more experienced colleagues, 1 of whom must be a qualified supervisor. To be qualified, staff must have supervised to completion at least once. Currently, the Unit has 6 supervisory staff (**Bentham**, **Cooper**, **Shelton**, **Smith**, **Stone** and **Thompson**) who are part of supervisory teams in Education, Social Policy, Theology and Psychology. The Unit has 2 qualified supervisors who have supervised to completion (**Smith**, **Bentham**).

Supervisory teams consist of at least 2 supervisors for each student. At the beginning of their studies, students and supervisors normally meet monthly and supervision notes are kept and signed by all parties.

Supervisor Training

Supervisors and PGRs can take part in regular training covering all parts of the PhD research journey. Training workshops and discussion opportunities include: *Starting Doctoral Research; PhD Form 1; the Student-Supervisor Relationship; Managing your Supervisor; Progressing the Doctorate Journey; Finishing up and Moving On.*

Taking part in training develops supervisor confidence and expertise, equipping new supervisors to become qualified supervisors.

The Research Supervisors' Hub

Supervisors contribute to the [Research Degree Supervisors' Hub](#). This includes some useful 'quick links' for supervision practice and a supervision discussion board, where details can be given of any resources that are provided or a conversation can be started related to supervision practice. All supervisors are able to contribute to the Hub.

PhD Examining

Four supervisory staff have examined internal and external doctorates at various stages of the review process (include *viva voce* examinations): **Bentham (1)**, **Shelton (2)**, **Stone (5)** and **Thompson (7)**. Taking part in the examination process also helps develop supervisor expertise.

Support and Training for Research Students

New PGR students receive the same training and development opportunities that are available to existing students, which starts with an initial training needs analysis and can then draw from the UoC's extensive research training programme. Students are given the opportunity to register on the PGCert in Teaching in Higher Education, where they undertake a limited amount of teaching within a supportive and theoretically-engaged environment. Training is based on the Vitae Researcher Booklets.

Research students can also take part in an online training programme facilitated by the University of East Anglia. Its modules cover issue as diverse as *Academic Writing, Qualitative Research Skills, Finishing your PhD, Teaching Skills, and Quantitative Research Skills*.

Equality and Diversity

Equality and Diversity within context of the University and REF

In January 2019, a University working party was established to ensure that protected characteristics are taken account of when considering REF requirements. **Thompson** (Research Champion for the Unit) took over as Chair of this sub-group in January 2020. Since 2019, training sessions in Equality and Diversity-related issues have been established, initially for sub-group members and Research Champions, to ensure both that staff with protected characteristics are encouraged to submit their work to REF, and that recognition is given to their particular circumstances. This training has since been rolled out to all University staff.

The Equality and Diversity Subgroup examined the feedback from REF2014 and has taken note of the action points raised. This work aims to identify and explore any emerging patterns related to protected characteristics – particularly those cited as areas of potential concern in the REF2014 feedback, such as gender, age, and disability (see also REF5a).

Unit of Assessment context

The Unit has a long-term commitment to Equality and Diversity, both for its staff and students. Over time it has made staff appointments with expertise in diversity. During the REF2021 assessment period, Gaine and Lander have undertaken work on Race (Gaine as Professor Emeritus), and **Thompson** continues to work in the field of Gender. In 2017, **Young** with **Reavey** published *'Embedding Global Citizenship in Initial Teacher Education'*, **Shelton** has published multiple outputs on inclusion in computing, and in 2017 **Thompson** published a monograph entitled *Gender, Leadership and Management in Initial Teacher Education*.

Thompson is also a member of the University BAME Committee. In 2020 she became a member of the Joint Consultative Sub-Group for BAME-related issues, which is developing a University-wide response to 'Black Lives Matter'. **Young**, also from the Unit, acts as an advisor to this subgroup. The Unit also has a research *Centre for Special Needs and Diversity* (SEND).

Members of the Unit teach and undertake research with participants with protected characteristics (as defined by the Equality Act 2010), including mature women facing specific challenges when undertaking academic work, such as caring responsibilities and health issues. The University as a whole (and the Unit in particular) makes every effort to support this group, from structural mechanisms such as the mitigating circumstances system, to individual support from academic advisors and programme teams.

For the 'Mock REF', a survey comparing figures for REF-submitted staff with those for eligible staff was sent to all members of staff, and statistics for the Unit are shown below:

Staff on permanent/fixed-term/atypical contracts

	Submitted staff (%)	Eligible staff (%)
1 - Open ended/permanent	100.0	95.3
2 - Fixed term contract	0.0	4.7

Disability profile of staff

	Submitted staff (%)	Eligible staff (%)
Disability declared	0.0	0.0

Unit-level environment template (REF5b)

No known disability	100.0	100.0
Unknown	0.0	0.0

Gender profile of staff

	Submitted staff (%)	Eligible staff (%)
Male	47.1	34.9
Female	52.9	65.1

Age profile of staff

	Submitted staff (%)	Eligible staff (%)
Aged 20-29	5.9%	2.3%
Aged 30-39	17.6%	9.3%
Aged 40-49	35.3%	30.2%
Aged 50-59	29.4%	39.5%
Aged 60+	11.8%	18.6%

Ethnicity profile of staff

	Submitted staff (%)	Eligible staff (%)
White	94.1	95.3
Black	5.9	2.35
Asian	0.0	0.0
Other/Mixed	0.0	0.0
Unknown	0.0	2.35

The above data are drawn from a small sample, but the headline indications show that:

- The proportion of female staff submitted, while greater than male staff submitted, is lower than the number eligible; it should also be noted that teaching – especially primary teaching – is predominantly female, hence the high proportion of eligible female staff.
- The submission by age is skewed slightly towards the younger eligible staff members.
- The figures for staff with a disability are hard to access.
- No staff on a fixed-term contract were submitted.

In November 2020, a survey was sent to all staff to identify barriers to undertaking research, what they are, and whether they are more common within certain protected characteristics.

It is interesting to note that the accelerated need to develop online learning because of Covid-19 has helped staff to access some research opportunities. For example, in the Unit, attendance at Research Cafés has improved as it is easier for staff with child or elder care responsibilities, or protected characteristics such as age or disability, to access online sessions. **Thompson**, for instance, was able to attend an online research conference in Germany in November 2020, and to carry out an online interview with a colleague in Canada in January 2021.

Developing Equality and Diversity in the Unit: the next 5 years

Future aims for the Unit are to formalise strategies to support staff and students at all levels of the research process, and especially those with protected characteristics. These will include, for staff, consideration of differential remission from teaching, developing opportunities for remote learning, and ensuring career development for part-time staff.

Thompson is currently carrying out research on women managers and leaders who are ‘unretirers’, related to their REF opportunities. In addition, she and Botto, HR Manager with

responsibility for Equality and Diversity, are investigating perceived barriers to engaging with research.

3. Income, infrastructure and facilities

Infrastructure

Research at the UoC and the Unit is supported by the Research Office, staffed by the Cross-Institutional Research Lead, the Senior Research Officer, the Research Degrees Co-ordinator and the Research Office Co-ordinator.

The Research Office operates a successful Virtual Research Environment in the form of Research Moodle. All academic staff and research students are members of Research Moodle, which brings flexibility and interactivity to the University's intranet provisions, with easy-to-use facilities for forums, questionnaires, news items and an attractive interface that enables video, audio and image files to be embedded. The Research Office also has the overview of accommodation for PGR students. Office space is provided on both the Bishop Otter and Bognor Regis Campuses, where students will normally have shared office spaces. In her roles as Research Champion and Research Degrees Co-ordinator for Education, **Thompson** works closely with all Research Office colleagues.

Support for bid writing also comes from Enterprise Services. Over the course of the REF2021 assessment period, working with a Business Development Manager from Enterprise Services, the Unit has put in a number of bids (see Table A below) for research funding, both with partner schools and other research partners.

Activities to maximise research income capture

In 2019, **Pacella** instigated a University-wide course in bid writing, and **Pereira** has presented a follow-up session at the Unit Research Café.

In 2020, **Pereira** established the Research and Innovation Fund to support impactful Research Facilitation bids. This strategy provides internal seed corn funding for new research or support for external funding. As can be seen in Table A below, **Cooper**, **Laxton**, **Bentham** and **Thompson** were recipients of this funding.

Income from funding opportunities

Total income within the Unit (all sources – including consultancy work) generated on a yearly basis is presented below.

Table A: Income generation during the REF period

Name	Year	Total Amount	Project	Funder
Cooper and Laxton	2020	GBP3,000	International study of Early Years MESH guides in relation to the Rohingya people in Myanmar	University of Chichester
Everley	2020	GBP10,000	<i>The Child Protection in Sport Unit – Supporting</i>	NSPCC Child Protection in Sport Unit

Unit-level environment template (REF5b)

REF2021

			<i>National Governing Bodies in Hearing the Voices of Children: An Evaluation of Current Practice</i>	
Bentham and Thompson	2020	GBP3,000	Research Innovation Funding for a research project related to the under representation of BAME students in initial teacher training	University of Chichester
Nanson	2020	GBP10,000	Co-author for pilot in teaching assistants' subject knowledge in Maths	UK Government Department for Education
Various Unit members of staff	2019 to date	GBP1,202	Multiple	Partner Schools
Various Unit members of staff	2018	GBP11,986	Multiple	Partner Schools
Bentham, Thompson and Smith	2017	GBP5,895	Mustard Seed Grant Evaluation	Research bid: The Church of England Foundation for Educational Learning
Various Unit staff members	2017	GBP6,955	Multiple	Partner Schools
Various Unit staff members	2016	GBP8,121	Multiple	Partner Schools
Various Unit staff members	2015	GBP45,394	Multiple	Partner Schools
Various Unit staff members	2014	GBP35,097	Multiple	Partner Schools
TOTAL		GBP140,650		

Table B (below) provides examples of bids which, although not successful in gaining funding, were shortlisted and were part of the learning process for teams engaged in bid writing. For example, **Thompson's** bid to the Society for Research in Higher Education (SRHE) was shortlisted but finally turned down because this sample group was felt to be too small.

Year	Project	Partners
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Unit-level environment template (REF5b)

2018 (shortlisted)	Project into the lived experiences of women leaders and managers who are termed the 'unretirers'	SRHE
2016 (shortlisted)	Improving Computer technology	Nuffield Foundation
2016 (shortlisted)	Revisiting Block Play: An investigation into the value of multi-modal dialogue and its impact on engagement with children, relationships and quality of play	Froebel Trust

4. Collaboration and contribution to the research base, economy and society**Conferences/Workshops: organization and reviewing.****Local, National and International Collaborations***Professional Associations*

Staff in the Unit are members of 34 professional associations. Those associated with research are listed below:

Bentham

British Psychological Society (BPS)

Duah

Institute of Mathematics and its Applications
British Society for Research into Learning Mathematics
Sigma Network

Nanson

Fellow of the Higher Education Academy (FHEA)
British Society for Research into Learning Mathematics (BSRLM)

Shelton

National Executive Committee of ITTE – Association for Information Technology in Teacher Education (2015-present).

BERA

FHEA

Stone

FHEA

BERA

Thompson

American Educational Research Association (AERA)

BERA

Gender and Education (GEA)

Society for Research in Higher Education (SRHE)

Local Collaborations

Unit-level environment template (REF5b)

The Unit's local collaborations draw heavily on the University of Chichester Academy Trust, which works extensively with 600 schools in our local region.

In order to further develop local research collaborations in 2016, the *EdPlus* Journal was produced from and distributed to all the Unit's Partner Schools (270 primary and 129 secondary) and the Academy Trust. Its purpose was to inform schools about the research of the Unit and to encourage partnership research projects. This extract from *EdPlus* provides an example of the way in which the journal sought to develop research collaborations:

We would like to give you a flavour of some of the research activities that the team are engaged with, and we would very much like you to join us if you would like to investigate a particular issue in your school. Increasingly the government asks for research to be undertaken with schools and universities working together.

An example of the impact of *EdPlus* is perceptible in terms of research undertaken by Masters' students within the Unit. One such research project was that of Hughes, an MA student from The Angmering School in 2017, entitled: 'An exploration of enabling students in receipt of pupil premium funding to achieve their potential in Geography'. There is a lack of research into this area at a local (i.e. school-based) level.

Other examples of local research collaborations are provided below.

2020

Parkes and Hewitt established: *The Bridge – Online Professional Learning Hub for Education*. The purpose of *The Bridge* is to enable 'critical conversations' between school and University partners and to establish a forum for research projects. This initiative is reported on at Research Cafés. One Unit member (**Hickman**) had her *Bridge* podcast on reading used by the Open University.

2018-19

Stone supported the UoC's Academy Trust to make research-informed decisions for local primary (Hampshire and West Sussex) curriculum design and teacher training.

Stone was invited to lead a training session for the Trust's headteachers, governors and leaders of the Trust (in 15 schools), to share the research findings and theories/research into curricula. He carried out some activities that got schools to critique their own curricula in light of the research evidence. Some heads then led their own staff meetings based on Stone's materials.

2018

Nanson received funding from the UK DfE to support a project to improve pupils' transition in mathematics from Key Stage 2 to Key Stage 3. She is also involved in a project to improve mathematics in STEM delivery in primary schools.

National and International Collaborations (see also funding opportunities)

Existing internal and external partnerships (characterized by collaborative research) the Unit has pursued within the assessment period include:

- 2020: Spain, Dominican Republic and Mexico. Design, implementation and evaluation of resources for a mixed reality learning environment. (**Melara Gutierrez** – co-investigator).
- 2020: Spain (ongoing). Design of achievement indicators for digital competence mediated by emerging secondary school students. Has reached assessment stage. (**Melara Gutierrez**).
- 2018: UK. Cathedral Group Universities Project entitled *What Really Matters about Teacher Education at Cathedrals Universities and Colleges*. The project recommended that Cathedrals Group universities, of which Chichester is one, make space for

Unit-level environment template (REF5b)

conversations about their distinct identity and work on shaping the precise language to articulate the vision, virtues and distinctiveness of the teacher education that is offered. The findings and recommendations were presented to the Vice Chancellors' forum for the Cathedrals Group. (**Stone**).

- 2018: Uganda (ongoing). with Kyambogo and Kampala International Universities. (**Green**).
- 2016: Spain (ongoing). The development of developing competences for bilingual teachers. Submitted to REF as Impact Case Study. (**Melara Gutierrez**).
- 2015: Jönköping Sweden. Erasmus project. Maths and Mentorship. (**Howie**).

Local/Internal Research Conferences

Over the REF2021 assessment period the Unit has organised and/or hosted a range of research-related conferences that serve to raise the profile of research internally and across partner organisations. These include:

- An annual University-wide research conference. The focus of these conferences is research undertaken by at the University. Presentation topics have included **Seach's** research on autism and **Pereira's** international research on dementia.
- An annual conference in Special Educational Needs and Disability, based on **Seach's** research on autism and the research of Masters' students.
- A biannual conference focussing on the research of master's students.
- An annual Early Years conference, in 2019, focused *Upon Nurture, Enjoyment & Success through Enabling Environments*. Internationally recognised learning environments expert Elizabeth Jarman was the keynote speaker. Her research explores learning environments, highlighting the importance of making confident and informed choices about spaces for children and teachers to learn in. All these conferences take place on the Bognor Regis Campus, where the Unit is based.

National Conferences

2019

Wilkinson: *Mathematics and Science links*. Keynote speech at Sussex Primary Science Leaders conference.

2018

Smith: *Using Social Media to Support Trainee Teachers' Knowledge and Understanding of Children's Literature*. Paper given at the UK Literacy Association conference, University of Cardiff.

Stone: *The shape of Initial Teacher Education in a Christian foundation university*, Liverpool Hope University.

2017

Bentham: *Making Pupil Voice Count*: (BERA), University of Sussex.

Bentham: *Can a Motivational Journal make a difference?* International School Psychology Conference (ISPA). The Unit supported Bentham to attend this conference which led ultimately to a joint publication with Iles a colleague in a partner school.

Minett and Jackson: *Exploring the mutual benefits of combining two areas of the primary curriculum – Languages and Dance*. Association for Language Learning Conference, Nottingham.

Shelton: *Teaching inclusive computing lessons: curriculum, pedagogy and attitude*. Technology in Teacher Education (ITTE) Annual Conference, University of Hull.

Unit-level environment template (REF5b)

Stone: *Variations in the socialisation of organisational professionalism of student teachers.* BERA.

2016

Shelton: *From Computational Thinking to Computational Participation.* Information Technology in Teacher Education (ITTE) Annual Conference, London.

2015

Shelton: *Improving primary computing CPD with 'UpTIME'.* Paper presented at Information Technology in Teacher Education (ITTE) Annual Conference, London.

Stone: *Organizational professional learning for performance in primary Initial Teacher Training.* IPDA conference, Birmingham

2014

Bentham: *We're Learning at the same time: the impact of joint CPD.* BERA, London.

Thompson: *Teachers in training... re-visioning gendered discourses? Feminism and Management: a Contradiction in Terms?* Dundee. The Unit supported **Thompson** to attend this conference, which led ultimately to a publication in an international peer-reviewed journal.

International Conferences

2020

Thompson: *Women and Leadership,* Dortmund.

2018

Shelton: *Meeting the challenge of improving quality of education: models for Knowledge Exchange to support SDG4c.* BERA Annual Conference, as part of the symposium: Younie, S. 'Achieving UNESCO Sustainable Development Goal (SDG4c): Improving the quality of teaching, via a knowledge mobilisation strategy to develop evidence-informed practice'.

Shelton: *'Learning Computational Thinking: Analysing instructional videos'.* Workshop at Open Conference in Computers in Education (OCCE). Linz.

2017

Shelton: *How Can We Make Computing Lessons More Inclusive? at the World Conference for Computers in Education (WCCE).* Dublin.

2016

Shelton: *'Beyond lesson recipes: first steps towards a repertoire for teaching primary computing'.* Constructionism, Bangkok, Thailand.

2015

Beadle: Was supported by the Unit to give a paper in Turkey which ultimately led to a publication in the *Turkish Online Journal of Educational Technology.*

Other Activities

Editorial Boards

Birch: Member of the Board of the Association for Continuing Education in Esports (ACES).

Duah: Editorial board of the journal MSOR Connections.

Smith: Editorial Board of the *Journal of Reading, Writing and Literacy.*
Reviewer for *British Journal of Religious Education.*

Special Interest Group (SIG)

Unit-level environment template (REF5b)

Everley: Convenor for the BERA Special Interest Group (SIG) for Physical Education and Sport Pedagogy (PESP). Organised an annual 'Invisible College' (IC), a pre-conference research celebration and training day, 2016-2019.

Reviewing

Shelton: Reviewer for academic journals (*Technology, Pedagogy and Education*, 2017-19; *Teaching and Teacher Education*, 2017; *Learning, Media and Technology*, 2012) and books (Routledge, 2015; Sage, 2017).

Smith: Reviewer for *British Journal of Religious Education*.

Thompson: Reviewer for Palgrave MacMillan.

Media

2018

Laxton: Online guidance for teaching Early Years children at home.

Stone: *Times Educational Supplement* (December), letter on the national research picture of mental health on schools.

Stone: *Western Morning News* (October), 'The national research picture of mental health in schools'.

Stone: *Observer* series and others (October), 'What really matters about teacher education at Cathedrals' Group universities and colleges?'

2015

Thompson: *Times Higher Educational Supplement* (July), press interview related to her article in *Gender in Management an International Journal*.