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| Institution: Kingston University |
| Unit of Assessment: 23 – Education |
| 1. Unit context and structure, research and impact strategy |

Unit Context and Structure

Kingston University's (KU) Unit of Assessment in Education undertakes research into education policy, pedagogy and practice, spanning: early years education, primary, secondary, higher education (HE), further education (FE), as well as professional education for teachers, doctors, health and social care professionals, and other practice-based professions, such as geography and creative arts. The Unit promotes excellence in education research and action on social justice through applied learning and equality of opportunity, particularly from an EDI perspective.

The Unit is cross-institutional with an interdisciplinary membership of 17 researchers (16.2 FTE). There are currently 4 (3 at census date) professors and 13 mid-career researchers (MCR). Individual staff, research group membership and interests are shown in Table 1. Income from research grants in the reporting period is 751,448. The Unit has 17 postgraduate research students (7PhD, 10 EdD).

This is KU's first stand-alone submission to the Education Unit of Assessment, however the university has a long tradition of education research, particularly in HE, as demonstrated by our impact case study (ICS) on Private Providers (ICSUoA23Middlehurst2). The present Kingston Education Research Network (KERN) is hosted by the joint Faculty of Health, Social Care and Education (FHSCE) and connects education research across the university. KERN works closely with KU's Learning Teaching and Enhancement Centre (LTEC) which was launched in 2018 to improve educational quality and outcomes across the university.

There are two research groups. 9 Unit members are from the Education Research Group (ERG) led by **Wood** and 8 are from the Healthcare Research and Evaluation Group (HERE) led by **Ooms**. ERG is part of the School of Education, which holds a sector leading position on student access and participation. ERG has 1 PhD and 9 EdD students. Working alongside ERG, HERE was launched in 2018 to build multidisciplinary research capacity in healthcare education and workforce development. HERE has 6 PhD and 1 EdD student. Both groups provide a focus for the research activity of a wider group of academic staff and research-engaged colleagues in the practice domain.

The distinctive features of the Unit are (i) the close relationship between research conducted in LTEC and educational research emanating from academic subject areas across the university, (ii) the linking of institutional research on EDI with subject level specialisms and expertise in inclusive education and social justice, (iii) a growth culture that is supported by the substantial research experience and mentorship of 3 Emeritus professors (Table 1, see page 2), and (iv) EDI expertise that is embedded in an impact framework. These features have been strategically nurtured to invest in education research and enhance institutional impact.

The Unit's cross-institutional structure (illustrated by Table 1) promotes internal interdisciplinary research between specialities and areas of methodological expertise, for example the use of mixed-method approaches to understand learning processes and outcomes for BAME students and achieve transformative impact on teaching and learning, as demonstrated by our ICS on the Inclusive Curriculum (ICSUoA23Hughes1). Unit members collaborate with staff in other UOAs across KU, e.g., the FHSCE Implementation and Improvement Research group and KUs Centres of Research Excellence, e.g., The Centre for Research in Communities, Identities and Difference, to develop and undertake research.

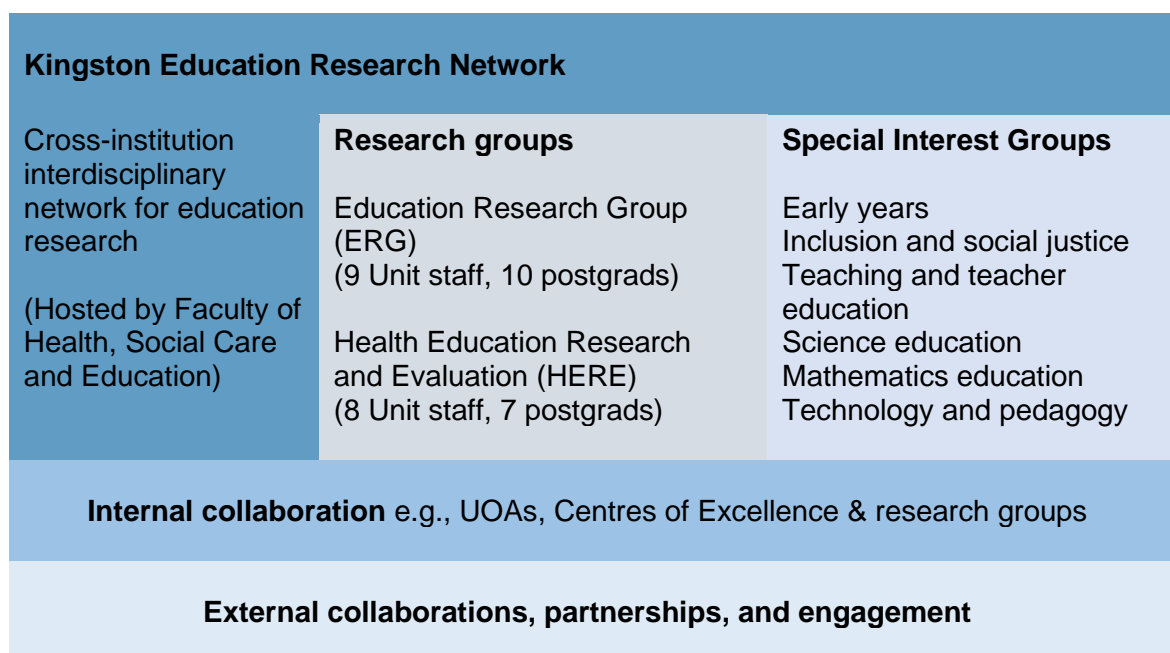
Table 1. Unit staff

| Unit member areas of expertise and research groups | | |
|--|---|-------------|
| Dr Michael Allen | Learning psychology | ERG |
| Dr Paul Booth | Applied linguistics | ERG |
| Prof Katherine Curtis | Health workforce, practice education | HERE |
| Dr Christos Dimitriadis | Mathematics and gifted students | ERG |
| Dr Simon Fletcher | Interprofessional learning | HERE |
| Dr John Hammond | Physiotherapy education, inequalities | HERE |
| Prof Rick Hood | Social work, child protection, social justice | HERE |
| Dr Annie Hughes | Inclusive curricula, educational inequalities | ERG |
| Dr Debbie Humphry | Human geography, social mobility | ERG |
| Dr Agnieszka Lewko | Physiotherapy education | HERE |
| Dr Daryl Maisey | Early years, safeguarding | ERG |
| Dr Hilda Mulrooney | Nutrition, dietician education | HERE |
| Prof Ann Ooms | HE and healthcare pedagogy | HERE (Lead) |
| Dr Paty Paliokosta | Social justice, inclusive education | ERG |
| Dr Angela Partington | Learner consumer, creative arts | ERG |
| Prof Fiona Ross | IPE, EDI in HE, public involvement | HERE |
| Dr Ruth Wood | Learning technologies | ERG (Lead) |
| Emeritus Professors | | |
| Prof Ray Jones | Social work education, safeguarding | HERE |
| Prof Robin Middlehurst | HE policy, governance, leadership | ERG |
| Prof Hilary Tompsett | Social work education | HERE |

External collaboration focuses on bridging the research/practice gap through partnerships with teaching institutions, e.g., Kingston Academy and the Reach Academy in Feltham, professional practice, e.g., St George's NHS Trust, and community organisations, e.g., Kingston Carers' Network. Unit research is part of the Student Academic Development Research Associate Scheme (SADRAS), and links to business and industry through knowledge transfer and enterprise. Unit research engages with communities world-wide through links to professional associations, research networks, and alumni.

Wide external stakeholder engagement is facilitated by 6 Special Interest Groups (SIGs) led by Unit members (**Allen, Dimitriadis, Maisey, Paliokosta, Wood**). SIGs are open to anyone including interested staff and doctoral students from the University as well as other research institutions, providing a focus for research engagement.

Figure 1. Structure



Research and Impact Strategy

The overall mission is to promote excellence in education research and action on social justice through applied learning and equality of opportunity. The research is needs-led and reflects the most important issues of our core user and stakeholder groups, to build excellence, support research development, interdisciplinary research, and impact work.

Significant developments and achievements in the assessment period

Improvements in teaching and learning at KU are underpinned by Unit activity. For example, HEFCE/OfS-funded development on the Inclusive Curriculum Framework (ICF) and on a key performance indicator (KPI) to measure equality of student attainment (the Value-Added metric) has led to KU winning The Guardian Award for teaching excellence in 2017 and has contributed to the University climbing 41 places in 3 years to 40th place in the Guardian University League Tables. This, and other research, is rolled out at scale with the backing of agencies such as Advance HE and Higher Education Policy Institute, and the Office for Students (as demonstrated by our ICSSs).

Achievements in enhancing educational opportunities for all

- i. Policy research on private providers of HE (Middlehurst) has influenced policy change and regulation to expand the market and allow greater student choice and access to courses (ICSUoA23Middlehurst2); **Ross** and Woodfield have published research on an unusual model of inclusive and collaborative governance for HEIs.
- ii. The Unit has contributed to building evidence on 'normative whiteness' in HE (**Hughes**), equality of transitions to HE for BAME students (**Hughes**), gender and ethnicity awarding gaps (**Hughes, Ross, Hammond and Ooms**) and inequality of employment opportunities (**Hammond**). **Hughes** and **Ross** have developed the Value-Added metric which is a methodological breakthrough for identifying and quantifying awarding gaps at course and institutional levels, which is being upscaled to the sector (ICSUoA23Hughes1).
- iii. Research on language learning (**Booth**) and educational technology (**Wood**) is breaking down barriers to learning in the UK, France and Asia, particularly for children from migrant communities. A KTP with Linguaphone has created a multimedia resource for 3-9-year-olds who are learning English.

Achievement in innovation in teaching excellence

- iv. Internationally significant advances have been made in the evidence base for inclusive pedagogies e.g., **Partington's** conceptualisation and publications on the Learner Consumer. Evidence on inclusive education has informed the Inclusive Curriculum Framework (**Hughes**) and inclusive student assessment (with Southampton University). Researchers have designed web-based videos and resources to support adoption by other HEIs.
- v. Research has informed Initial Teacher Education (ITE) with Kingston Academy, and technological innovations in learning (**Wood**). **Allen's** research on school children's acquisition of scientific concepts has led to new teaching practices and was finalist for the 2017 Association for Science Education's Book of the Year.
- vi. In nurse education, cross-fertilisation of ideas with mathematics (**Dimitriadis** and **Ooms**) inspired quasi-experimental research, interventions and publications on mathematics anxiety. Based on this research, new more inclusive approaches to mathematics learning have been implemented on KU's nursing courses.
- vii. An Educational Evaluation Model (EEM) (**Ooms**) has been applied to education programmes for the NHS.
- viii. Reeves' review of interprofessional team learning has influenced educational innovations globally and has been cited 1162 times (Dec 2020 Google Scholar).

Achievements in developing sought-after students and skills sets

- ix. Jones' book 'The Story of Baby P' (2014) is now in its second edition (2017) and has influenced child safeguarding practice globally. **Hood** and **Maisey** have worked with nurses, social workers and teachers to explore interprofessional expertise in child safeguarding, helping to raise the profile of professional education research in multi-agency contexts.
- x. **Hood's** national analysis of Ofsted reports in Local Authority services reveals the impact of inspections on children's social care provision, with implications for the regulation of schools and other education providers. In the same theme, **Paliokosta** has published on overcoming barriers to learning from Serious Case Reviews.
- xi. Unit research is creating an evidence base on the links between HEIs, employers and social mobility outcomes, particularly for BAME students (**Ross, Hughes, Hammond**). **Curtis** is presently collaborating with other London universities and the NHS to pioneer innovation in employer-led education and the new Higher and Degree Apprenticeships.
- xii. A national study on intentional rounding in nursing practice demonstrated a lack of improvement in the delivery of compassionate care (**Ross**); research to cultivate greater compassion in the NHS (**Curtis**) has improved staff knowledge of patient's care needs.

Advances in inclusive research approaches

The Unit has developed and published inclusive research approaches that engage 'publics' and users in the co-creation of knowledge. The 'Fighting for Our Rights' project (**Paliokosta**) used social research to create oral histories with disabled people that, when used in teaching, improve student's understanding of disability. Participative appreciative inquiry has been developed to cultivate compassion with healthcare practitioners in busy NHS contexts: **Curtis'** publication in the Journal of Research in Nursing won paper of the year in 2018. A project between education and nursing (**Allen**) involved nurses and schoolteachers in London co-designing a science-based educational intervention for childhood obesity. In social work, **Hood** has used systems thinking to engage user and stakeholder groups in exploring complex issues of professional education in child welfare systems change. Advances in inclusive research approaches are reflected in the training and supervision that doctoral students receive. Inclusive research in the Unit benefits from **Ross'** expertise in public involvement, which was commended in RAE2008 Nursing panel feedback (UoA3) and which is reinforced by training and a user network in the KU Centre for Public Engagement (CPE) established in 2013 by **Ross** in her former role as Dean FHSCE.

Unit-level environment template (REF5b)

Future strategic aims and goals

The Unit aims to carry out high-quality long-term programmes of research in priority areas, with flexibility to respond to emerging needs and issues in the socio-political context of education. Future priorities (2021-26) are shaped through collaboration with our external stakeholders and are aligned with KU's Strategic Plan, and its 4 broad pillars for Advancing Knowledge and Social Impact (Table 2). The impact we aim to achieve includes improvements in policy, pedagogy and practice across sectors in higher education, schools, welfare services, healthcare and the creative industries.

Table 2. Strategic aims 2021-26

| Aims | Strategies for supporting development |
|--|--|
| <i>Improving the quality and quantity of our research and knowledge exchange</i> | |
| 1) To develop the Unit as an internationally recognised centre of excellence in applied education research | <ul style="list-style-type: none"> • Grant strategy for bids to UKRI Research Councils, Government agencies, Charities etc. • Identification and support of grant writing teams |
| 2) To increase research income and partnership funding | <ul style="list-style-type: none"> • Staff development (including EDI in grant applications) • Skills and training in grant writing e.g., masterclasses and mentorship opportunities • Rigorous critique from the Faculty Peer Review College |
| 3) To increase publication output and open access to cover all published research | <ul style="list-style-type: none"> • Backfill for staff time to focus on writing • Virtual writing groups on priorities for publication • Gold open access policy - publishing charges are written into all future grant applications |
| <i>Demonstrating our desirability to business and other potential partners</i> | |
| 4) To strengthen key partnerships with private, public and third sector bodies | <ul style="list-style-type: none"> • Leadership from the FHSCE Associate Dean for External Engagement • Knowledge mobilisation is part of the impact strategy |
| 5) To publicise and disseminate more systematically to a wider audience | <ul style="list-style-type: none"> • Communication and social media strategy • Use Unit expertise in creative arts and design to develop staff skills e.g., blogs, podcasts, webinars, social media, infographics, and performance |
| <i>Providing opportunities for skills development locally and regionally</i> | |
| 6) To expand doctoral and post-doctoral opportunities | <ul style="list-style-type: none"> • Proactive recruitment to expand the number of ECRs, particularly those from a BAME background • Supervisor training and mentorship of new supervisors • Supervisors will support applications for PhD/fellowship funding • Expansion of interdisciplinary supervisory teams |

Unit-level environment template (REF5b)

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|---|--|
| 7) To support leadership development and academic progression to Associate Prof/Professor | <ul style="list-style-type: none"> • Support for applications for promotion, particularly for staff from ethnic minority backgrounds • KU's Research Leadership Academy (RISE) • Mentorship of MCRs by senior researchers/emeritus professors |
| 8) To develop courses and entrepreneurship opportunities | <ul style="list-style-type: none"> • Building on partnerships with local and regional groups • Translating Unit expertise in inclusive curricula and social justice into courses/products/outputs |
| <i>Supporting excellence in education across KU and with external partners</i> | |
| 9) To expand our expertise in methods of co-producing education research with the public, users and beneficiaries | <ul style="list-style-type: none"> • Collaboration and training from the Centre for Public Engagement (CPE) • Focus on developing novel methods of co-produced education research |
| 10) To facilitate knowledge sharing and collaborative working with students and colleagues as partners | <ul style="list-style-type: none"> • Promotion of SIGs (internally and externally) • Knowledge mobilisation initiatives aligned with KU's KEF |

Strategies for impact

The Unit's approach to impact, informed more generally by previous research, draws on **Ross'** expertise in the impact of management, governance and leadership research (with the Leadership Foundation for Higher Education) and is supported by the University's broader impact strategy (described in the Institutional Environment Statement). Impact is considered in all decisions about Unit staffing, grant strategy, distribution of research resources, and investment in the Unit. All Unit research monitoring and review activities take impact into consideration. Doctoral supervision, appraisal structures and project reporting systematically capture information about impact. Progress is monitored with the help of KU Impact Development Managers and is reported annually to KU Head of Impact.

The Unit's **Impact Framework** has the following distinctive features:

- (i) Policy influence is achieved by focusing on priority issues in HE, e.g., degree awarding gaps, by engaging policy stakeholders and creating policy-focused reports (see Section 4).
- (ii) Collaborations (internally, externally, nationally, and internationally) extend impact across disciplines and sectors, attract research funding, and enhance the quality and credibility of the research. For example, **Booth's** visit and collaboration with Grand Valley State University has facilitated research on linguistics master's courses in the USA and China. SIGs support research engagement and links to specific stakeholder groups, e.g., FHSCE Learning Disability Services User Group (**Paliokosta**).
- (iii) Public and user involvement plans are included in all Unit research studies and funding proposals. With expertise through the connection to the Centre for Public Engagement, Unit researchers have built substantive long-term partnerships (e.g., with head teachers), devising innovative approaches to involvement, e.g., student Inclusive Curriculum Consultants (see the ICSUoA23Hughes1 on Inclusive Curriculum).
- (iv) Skills in inclusive research design mean that researchers have developed approaches to co-designed studies, co-creating knowledge and driving systemic change (see Section 4), for example, stakeholders and advisory groups identifying pathways to impact (e.g., protocols published by **Ross, Fletcher**).
- (v) Staff support for impact is provided through training and funding. Researchers develop and apply their skills and knowledge in ways that support impact and inspire research students. For

Unit-level environment template (REF5b)

example, Unit researchers gain impact skills through KU training and knowledge exchange on inclusive research practice.

(vi) A focus on translation of research outputs into resources that maximise impact on pedagogy, for example, educational packages, learning technologies such as Pingu's English, online interprofessional learning and teaching packages (e.g., **Allen**'s book 'Misconceptions of Primary Science' is published in English, Spanish and Greek).

(vii) Open access, as all Unit studies and projects have a national/international dissemination strategy that includes 'gold' open access and feedback to stakeholders. Knowledge mobilisation initiatives supporting dissemination of research include: publication fees in research grants/contracts; free-to-access seminar programmes (e.g., **Paliokosta** organised KU's Inclusion and Social Justice Conference 2020).

This Impact Framework, together with the resources allocated for impact through studies and infrastructure, embeds engagement, ensuring a coherent approach linking researchers and external stakeholders in the implementation of research findings. The Unit's ICSs were selected to demonstrate how high-quality long-term programmes of research have resulted in significant and far-reaching impact on educational outcomes.

ICS (ICSUoA23Hughes1)-Improving equality in higher education through the Inclusive Curriculum Framework and Value-Added metric reflects the Unit's significant impact on inclusive practices and equality outcomes in UK HE. It reports on research by **Hughes, Ross** and **Paliokosta** to develop the ICF and Value-Added (VA) metric and to spread knowledge on access and participation policy to other HEIs. The ICS uses recent evidence from 5 HEIs to demonstrate how principles of stakeholder engagement and inclusive research design were enacted through the ICF and VA.

ICS (ICSUoA23Middlehurst2)-Better Policy and Regulation of Private Providers in Higher Education describes the policy impact of Unit research led by Middlehurst into private providers in UK HE. It explains how the research influenced changes to the regulatory framework and governance structures for HE. Principles of the Impact Framework were enacted, particularly through the stages of topic identification, collaboration and stakeholder engagement with policy makers, sector agencies and private providers as well as in translation of the findings into policy options.

2. People

Staffing strategy

KU's academic career framework aims to provide a level playing field for research careers. Equality and diversity are embedded in academic career progression, which has enabled staff in the Unit to shape their research career through 'KU Domains' (see the Institutional Environment Statement). This has supported EDI and career progression in the Unit for men and women, notably in promotion to Associate Professor and also to full Professor. The Unit profile shows a gender distribution of women (11) and men (6), with only one member of staff under 40 years old, that reflects the predominance of women in professions in health, social work and teaching and the fact that staff choosing research careers in these fields often do so later than in other disciplines, after establishing themselves professionally. There are no staff with disability or from BAME backgrounds, and while the Unit is of a small size this requires action. The academic career framework takes account of equality-related circumstances for individual researcher's productivity working within the practice disciplines and recognises that Unit staff conduct research that is applied, often based in a practice setting, involving complex and time intensive stakeholder relationships using partnership or involvement methods. Our approach has supported the career development of 4 professors (one achieved after census date) and career pathways for postgraduate and postdoctoral researchers. Three further professors have been awarded emeritus status.

Unit-level environment template (REF5b)

We take positive action to support staff who have substantial professional and leadership experience in bridging the research/practice gap. Curtis was appointed Professor of Professional Development in 2018, moving from Bournemouth University, because of her expertise and reputation in nursing workforce development. Ooms is an example of career progression within education. She is an educational psychologist who started at KU's Academic Development Centre in 2006 to build educational research capacity in the University and was promoted to the School of Nursing in 2010. She then progressed to leadership roles as Associate Professor in 2013 and School Director of Research in 2016, with promotion to full Professor in 2018. Hood is another example of supporting career development from doctoral study through to Associate Professor and full Professor in December 2020. All are experienced and well known in their field. Consequently, they have a diverse sphere of influence that includes leadership, participation and contribution to national/international research policy and networks within and beyond their subject specialism.

The Unit grows its own talent in education research. ECRs and newly research-active staff are supported to apply for institutional support from the First Grants scheme, which fosters external research income bidding; Lewko won a KU First Grant (GBP6,322) in 2020 to research patient education in chronic disease. Nash (UoA3) is Co-I (with Paliokosta) on research with the National Trust to enhance nurse education, and has gained Heritage Lottery Funds (GBP76,000 awarded to Kingston Centre for Independent Living).

We recognise the added contribution of staff with senior managerial roles. Several Unit staff with SSR also hold senior management roles: Associate Dean External Engagement (Curtis), Associate Dean Education (Partington), Head of LTEC (Hughes), Head of School Allied Health – up to 2020 (Hammond). These roles benefit the Unit because staff develop both the research and leadership skills to enable them to embed research knowledge in practice (e.g., the Teaching Excellence Framework assessment) and also proactively support career development opportunities and flexibility in use of self-managed time.

We value and retain the expertise of former Unit members. Prof Scott Reeves's death in 2018 has left the legacy of seminal research on interprofessional education (IPE) and inspirational global leadership. Continuity is ensured through the work of his postdoctoral researcher (Fletcher) who is mentored by Ross to co-lead an NIHR-funded realist synthesis of leadership in integrated systems. Retirement planning has retained the expertise of Emeritus Professors with defined roles. We also maintain connections with former staff. Prof Harris was Professor of Nursing Practice and Innovation FHSCE (2011-2015) and continues to collaborate on studies with Ross and Fletcher in her role at King's College London. Prof Fook was Professor of Education Critical Reflection (2013-2015) and now, at the University of Vermont in the US, has co-edited a book on researching critical reflection with Ross (output 23-27-1324). McDuff, Director of Student Achievement at KU, was appointed PVC at Southampton Solent University in 2019 and has supported data collection for the ICS on the Inclusive Curriculum Framework.

We link to external advisors. The Unit benefits from external expertise in HE from Visiting Professor Ron Barnett who is an Emeritus at University College London; medical education, from Honorary Fellow Dr Kunal Patel; and secondary education, from Andy Hudson, former Head of School of Education.

Staff development

We ensure Unit researchers feel equipped to be adaptable and flexible in a challenging and fluid research environment. In annual appraisals line managers encourage staff to set career goals, reflect on work-life balance, particularly taking account of diversity considerations and individual circumstances such as caring responsibilities for children and elderly relatives. Researcher training is provided by the central directorate for Research, Business and Innovation (RBI), which is responsible for ensuring the effective implementation of the Concordat to Support the Career Development of Researchers. The Concordat's expectation of a minimum of 10 personal development days pro rata, per year will allow training to be more effective and tailored to

Unit-level environment template (REF5b)

individual needs. During the COVID-19 crisis, all Unit staff have been offered webinars at flexible times to discuss wellbeing.

We promote lifelong learning. Using Vitae's Researcher Development Framework, individual researchers share responsibility for engaging pro-actively in their own personal and career development and lifelong learning. Whatever their career stage, staff are encouraged to access online Epigeum short courses addressing, for example, Research Integrity, Transferable Skills, Research Ethics, and Professional Skills for Research Leaders. Pathways to doctoral training and EdD programmes are open to academic staff, which has resulted in successful completions by **Wood** (2011) **Hammond** (2013) **Maisey** (2019). Staff applying for independent research fellowships or small grants (e.g., **Hughes**, Teaching Fellowship Grant of GBP15,000, internal 2016) are given one-to-one support from senior researchers. All staff have Personal Development Plans (PDPs) and collate a portfolio of evidence on their achievements.

We nurture an inclusive research culture. Research groups support ECRs and doctoral students in developing specific areas of interest and assist established researchers in collaborating on grants and outputs. SIGs give researchers space to build personal networks, promote their research, and gain confidence on international stages. In the School of Nursing, **Ooms** (Director of Research) co-ordinates a rolling-programme for staff on research skills development and group mentorship. There are regular opportunities for staff to learn more of work by distinguished external researchers (e.g., Centenary Research Seminar Series) and to participate in the KU Festival of Research. Senior staff connect researchers to the expertise of honorary appointments and arrange secondments.

We provide staff development funds and opportunities. Staff are funded to participate in international or national conferences and events – dependent on a credible case for dissemination (e.g., presenting a paper). Partnership-working with HEIs in Europe has led to funded exchanges and joint publications (e.g., **Booth** with Sutherland). The FHSCE Research Leadership Academy (RISE), designed by the Associate Dean for Research and funded internally, is an important new staff development opportunity. Participants in the 2020 cohort (23 including **Fletcher**) are learning through COVID safe (online) visits to national centres of research excellence, expert-led webinars/seminars, workshops, research management skills training and action learning sets. Other opportunities are available from our partner institution (SGUL), e.g., Welcome Trust fully funded workshops on black health and the humanities (2021-22).

Research Students

Attracting and developing excellent postgraduate and postdoctoral researchers is an imperative. In the reporting period, Unit capacity to supervise students has trebled. There have been 12 doctoral completions including 1 PhD by publication (6 PhDs, supervised by **Booth** 1, **Hood** 1, **Ooms** 3, **Grieves** 1 and 6 EdD supervised by **Allen** 1, **Hammond** 1, **Maisey** 1; **Grieves** 2; **Perselli** 1); as well as 3 other PhD students at other universities (**Curtis** 2 at Surrey and Bournemouth, **Ross** 1 at SGUL). At present, the Unit has 17 doctoral candidates: 7 PhDs, supervised by **Hood** 2, **Ooms** 3; **Ross** 1, **Wood** 1 and 10 students on KU's Professional Doctorate Education (EdD) programme. The Unit acknowledges the importance of accelerating pathways for research careers for people from BAME communities, in terms of which it currently lacks representation. **Hood** and **Hammond** have been successful in securing ring-fenced BAME studentships (2019 and 2020) and appointing BAME candidates with University support for fees and stipends. To expand our supervision capacity and deepen our interdisciplinary approach to doctoral supervision, we will use KERN to identify relevant academic staff across the University who can co-supervise education PhDs.

KU's new EdD will support progression to early career research. The 6-year part-time programme (led by **Wood** and **Dimitriadis**) replaces the joint EdD delivered in partnership with Roehampton University. There have been 12 graduates in the reporting period (including **Hammond** and **Maisey**); 6 were supervised by Unit staff. Current EdD students include: 4 internal health and social care academic staff from FHSCE and 2 senior teachers from partner schools. Since 2016 the 2-year part-time Masters of Research Education (MRes Ed) programme has provided a direct

Unit-level environment template (REF5b)

route to doctoral study for education professionals. Masters level courses in Special Needs and Inclusion, Social Work, Early Years, Education Studies and Health offer opportunities for research progress and to contribute to Unit projects. Mindful of the challenges part-time students face, postgraduate programmes are delivered flexibly and online.

The Unit's approach to supporting postgraduate students includes: i) KU Graduate Research School, Graduate Centres, and seminar programmes. Students work with supervisors to assess their own training needs as part of FHSCE and KU supervision programmes, following guidance from UK Council for Graduate Education, Vitae, European Universities Association Council for Doctoral Education. ii) Personal Training Plans (PTPs) include training sessions in, for example, project management, communication skills and information search and retrieval. Online teaching uses Canvas - KU's virtual learning digital platform. iii) Students in the joint-faculty FHSCE can also access SGUL Graduate School programmes, courses managed by the Centre for Professional Education (e.g., Healthcare Research Skills and Methods), and the Student Life Centre. iv) Supervisors record progress and success towards PTPs and facilitate external mentorship and work experience. v) All postgraduate students can gain teaching experience and join teaching courses (e.g., PGCert). vi) Collegiality and peer support through the Graduate Student Society, student intranet and KU Student Union. Doctoral students are also encouraged to join a research group. vii) Flexibility. During COVID-19 doctoral student timelines and funding were extended to support students.

Equality, Diversity and Inclusion (EDI)

In 2014, KU won the Guardian University Award for "Mainstreaming Equality, Diversity and Inclusion into academic career progression". The project demonstrated the institution's commitment and approach to 'safeguarding fairness' in careers and has been further developed to inform Kingston's academic career framework 'Domains'. The Unit has demonstrated success for supporting staff from professional backgrounds progressing to research leadership positions as professors and MCRs. Strategies for EDI in the Unit are as follows.

EDI is embedded in all aspects of recruitment, progression and career development of research staff and students. EDI considerations are appropriately reflected in appraisal processes and promotion criteria that seek to ensure fairness, consistency, accountability, and transparency. The current gender balance of Unit staff is women (65%) and men (35%) which broadly reflects education, welfare, and health care fields. Three of four full professors are women, and two of three emeritus professors. The majority of staff (94%) are aged 41 years and over, with over half (59%) aged between 51-60 years. All declare as White British or European. KU positively promotes inclusion of staff with disabilities (see Institutional Environment Statement).

The Unit will expand opportunities to engage early career researchers, encourage researcher skills development in EDI, and enhance ethnic diversity in the Unit. Recruitment and selection policies for postgraduate students assure the same high standards for EDI as those for staff, but more work is needed to develop the pipeline to doctoral study through to research-active staff, especially for BAME applicants. KERN leaders will monitor progress on the Unit's staff and student EDI goals and include EDI in research reporting.

The Unit mission promotes evidence-based EDI at KU and across the sector. Ross was Chair of the University Equalities Committee (2012-2016) and led institution-wide work on equalities with McDuff (KU Head of Equalities). This included improving gender equality in research careers (Bronze Athena Swan awarded 2013, renewed 2017, SGUL the partner institution for FHSCE holds a Silver Award). KU was awarded the Race Equality Charter in 2015 (renewed 2019). In 2017 McDuff received an OBE for her work on equalities. In 2017 Ross was nominated by HEFCE to REF 2021 Equality and Diversity Advisory Panel (EDAP) in recognition of her work on equalities in academic careers at the Leadership Foundation HE. Ooms contributed to the Athena Swan Institutional application in 2013, launched a women's network, leads the FHSCE Athena Swan application, and won the KU Promoting a More Inclusive and Gender Equal Community Award. A core principle of the Inclusive Curriculum Framework, developed by Unit staff

Unit-level environment template (REF5b)

and implemented across KU, is that all students and notably those from BAME backgrounds, see themselves reflected in the institutional environment and curriculum. In 2015 Unit research informed KU's Board of Governors' decision to make equality of student attainment a key performance indicator for the university.

Staff and student EDI training programmes. EDI training includes EDI in Induction, Fair Recruitment and Unconscious Bias Training as standard (developed and implemented by **Hughes** in 2013) to support a fair, transparent, and consistent approach to student selection. Research students can access the Beyond Barriers Student Mentoring Scheme for BAME students, female STEM students, LGBT+ students, carers, mature students and students with learning difference or disability. Two Unit members are mentors (**Hughes** and **Mulrooney**) and the programme is positively evaluated by participants for building their confidence and career aspirations.

KU's REF 2021 Code of Practice. Unit members have advised on how individual circumstances may affect productivity, for example staff who have taken secondments or periods of family leave; such equality-related circumstances that may have led to disparities in the output pool include responsibilities for teaching and student's pastoral care. We have highlighted the case for staff who have substantial professional roles or management responsibilities in addition to their research duties. All Unit staff with REF leadership or management responsibilities have undertaken training in Unconscious Bias and Equality Essentials and attended a workshop on EDI Principles and Unconscious Bias by Advance HE in 2019 or 2020. The process for the selection of outputs is informed by researchers' self-assessment and the voluntary declaration of individual circumstances, as outlined in the Code.

During the pandemic, peer review and support, research mentoring and research supervision moved online to ensure safety, wellbeing and support for staff. We gave special consideration and support to those with circumstances such as caring responsibilities for children or those self-isolating. This included attention to the personal and professional impacts of Covid, and what could be done to support the academic and research productivity of staff.

3. Income, infrastructure and facilities

Research Income 2014-2020

The Unit's research income has grown year-on-year. As the research maturity of the Unit has increased, income has increased substantially (from less than GBP50K a year 2013-2015, to over GBP150K a year from 2018 onwards). Total grant income for the reporting period is GBP751K with a staff average of GBP46.4K per FTE. 23% of the income (GBP171K) is associated with ERG and 76% (GBP589K) with HERE.

Collaboration between education and health research has seen success in winning NIHR grants (GBP119K, **Fletcher** and GBP60K Reeves) leading to substantial publications from **Fletcher** and **Ross**. Health Education England have awarded 8 awards (Reeves, **Ooms**) to a total value of GBP182,902. Research on social justice (**Hood**) has attracted grants from Nuffield Foundation (GBP254K and GBP36K), Social Sciences and Humanities Research Council of Canada (USD75,000 total), British Academy £3,614 (Shirazi), British Council £94,643 (Preston) and the Home Office/London Borough of Merton (GBP9,992). Other sources of funding are NHS hospitals and charities.

Other high quality research funding and for supporting research and impact. Staff have attained peer-reviewed funding (all proposals and outputs) from government, NHS commissioners, HE agencies for research and activities supporting research e.g. building capacity, engaging stakeholders and users, producing peer reviewed outputs. This totals GBP1,770,464 with a staff average of GBP109,288 per FTE. This funding has been essential for achieving significant impacts on educational outcomes, for example Middlehurst's collaboration with HEPI. Development of the Inclusive Curriculum Framework and Value-Added metric (**Hughes, Ross**) has attracted

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substantial funding (GBP1.2M) from sector bodies and agencies. Awards from Health Education England (HEE) (GBP125,051) has enabled **Ooms** to implement the EEM in the NHS.

Unit grant strategy 2021-26 (led by **Curtis, Ross, Ooms**) will guide applications to Research Councils, NIHR, OfS, Education Endowment Foundation, Nuffield Foundation, government departments and knowledge exchange sources. Unit facilities and infrastructure will support goals to increase research income through strategic partnerships. ERG and HERE (**Wood, Ooms**), with **Curtis** as Associate Dean External Engagement, will explore funding opportunities and mobilise grant writing teams. The quality of draft proposals will be monitored and peer reviewed by KU's Peer Review College.

Infrastructure and Facilities

An environment of good research conduct. Staff are supported by KU's Research Strategy and the University Guide to Good Research Practice. KU's RBI directorate supports the Unit with implementation of KU's research and impact strategy, submission to the REF, and liaison with University Research Committee and Research Ethics Committee, as well as supporting the Unit staffing strategy and EDI goals. Senior leaders acted promptly to respond to the COVID-19 pandemic and lockdowns of 2020 by supporting research staff with equipment, e.g., laptops for home working as well as renewing emphasis on wellbeing with regular informal online catch-up meetings and virtual groups to support writing for publication, IT support and Wellbeing Services continued online.

Faculty support has contributed targeted investment for research groups (ERG and HERE), which has been used for development activities, stakeholder engagement, communication and dissemination, statistical oversight and administration. Education researchers in FHSCE have benefited from a) internal small grants scheme (2013-2016), b) professorial-led (Reeves) systematic review groups (2015-2016) supported with a research assistant and producing peer reviewed publications, c) open access publishing fees, and d) impact uplift funding in 2020 (**Ross**).

Unit staff benefit from outstanding research facilities. A significant proportion of KU's investment in facilities (see Institutional Statement) is focused on the health, life and social sciences with education research being a key beneficiary. Some education researchers in health are located in a large hospital (St George's NHS Trust) and can access clinical facilities for collaboration and impact. The partnership with SGUL has facilitated joint learning, seminars and conferences, KE, visiting appointments and research collaborations. In 2018-19, the University invested research capital allocation (£20,682) in equipping a dedicated room with state-of-the-art equipment to enable research into online/blended teaching, specifically focussing on impact measurement, integration with face-to-face and technology-enhanced reflection.

Unit staff have access to extensive library collections and research databases. These include e-journals and e-books online (see Institutional Statement) and KU open access Research Repository (<https://eprints.kingston.ac.uk/>). ICT infrastructure is continuously upgraded, and support is provided centrally through the IT Service Desk and KU intranet (StaffSpace). KU promotes open access to Unit research and forthcoming events.

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

Contribution to the research base. The Unit's contribution is to create evidence to show that inequalities in HE can be redressed through inclusive curricula. Since 2016 **Hughes** has given 20 invited keynote presentations in the UK, Sweden and Malta. **Partington** has given invited presentations about creativity and the learner-consumer, e.g., 'Thinking Allowed' Radio 4, June 7th, 2017. **Allen's** collaborations through the European Science Education Research Association (ESERA), European Early Childhood Education Research Association (EECERA), Association for Science Education and Association for Tutors in Science Education has resulted in international research on science education. **Dimitriadis** has shared research on exceptional students with members of the European Council for High Ability (ECHA) and World Council for Gifted and

Unit-level environment template (REF5b)

Talented Children (WCGTC). **Hammond** has co-organised and contributed to panel debates at the National Association of Educators in Practice conference since 2015. **Hood** is an internationally renowned expert in social work education and research. **Paliokosta**'s membership of the international marginalisation research network (MARG-IN network) led to a recent ESRC bid and publications on social justice in education.

Contribution to the subject discipline. Unit staff contribute to the subject by reviewing for over 70 world-leading education journals in: teaching, teacher education, education technologies, language learning, child development, special education, healthcare and medical education. Unit staff hold editorial roles that influence sector thinking, e.g., as emeritus editor of the Journal of Interprofessional Care, **Ross** edited a special issue in 2019 on IPE in Sub-Saharan Africa; **Hammond** is Associate Editor of Physiotherapy for education research; **Allen** edits for several major education research journals (Eurasia Journal of Mathematics, Science and Technology Education, Early Childhood Development and Care and Journal of Emergent Science); **Ooms** is Associate Editor for the International Journal of Multiple Research Approaches and member of the editorial board of SAGE Open, and peer-reviews conference papers submitted to the American Education Research Association (AERA), British Education Research Association (BERA) and Hong Kong Association for Educational Communications and Technology (HKAECT); **Hood** provides research expertise on the editorial board of the British Journal of Social Work and as Associate Editor of International Journal of Interprofessional Care; **Lewko** contributes expertise in physiotherapy education on the Editorial Board for the Medical Rehabilitation journal and the Association of Chartered Physiotherapist in Respiratory Care (ACPRC).

Contribution to knowledge economies. Unit members have helped to establish organisations, institutions and agencies to support the national knowledge economy. Middlehurst was founding Director of the Leadership Foundation for Higher Education (LFHE) which was established by HEFCE in 2003, informed by her seminal research on leadership development in HE. Middlehurst was subsequently appointed (and seconded by Kingston) as Director, Strategy, Research and International at LFHE serving from 2004-2014 (0.6 FTE) combining it with her Kingston Professorship. Middlehurst has contributed to top leadership development in HE by commissioning 80 reports on HE leadership, management and governance, designing and running the Top Management Programme (1999-2014). By 2014, over 600 senior leaders had participated with 80 promoted to Vice Chancellor. The programme continues under Advance HE. Co-written with Tom Kennie, her book *Leadership Transitions at the Top in Universities* will be published by Routledge in 2021. Middlehurst was succeeded as Director of Research LFHE by **Ross** (2014-2017 0.6 FTE) demonstrating continuity of HE leadership in the Unit. At the LFHE **Ross** commissioned research on behalf of HEFCE including longitudinal studies of women's careers (Aurora) and studies on diversity in HE leadership, also leading on a proof of concept for a "What Works" Centre for HE. **Ross** was a member of the NIHR Health Services and Delivery Research Commissioning Board (2009-2015), Visiting Professor at the Chinese University of Hong Kong (2009-2016) and in 2019 advised the Department of Nursing at CUHK on its RAE submission. **Ross** was awarded CBE in 2015 for her contribution to nursing in HE. **Ooms** is Visiting Professor Kristianstad University (2017-2019) where she contributed expertise in HE research. **Hughes** reviews for the ESRC Peer Review College of academic experts. Jones contributes expertise in social work policy and education to national media and through his role as Honorary Fellow University of Gloucestershire University and Visiting Professor University of Bath.

Contribution to education systems. Middlehurst has helped to develop the governance and regulatory frameworks for HE in her roles as Non-executive Director of British Accreditation Council (2013-19), Non-executive Director Independent Higher Education (from 2019) and Chair of Nominations & Governance Committee, Member of Board of Governors University of Brighton (from 2019) and member of Audit Committee (2019-20), and Member of Advisory Board Observatory on Borderless Higher Education (2005-2020). Middlehurst and Woodfield's research on internationalisation in HE was commissioned by policy agencies internationally. Woodfield's new role at the British Council was achieved on the basis of his research record and contribution to policy of internationalisation. Hudson was founding member and is trustee on the Board at Kingston Academy (partnership with Kingston University). At the South London Academic Health

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Sciences Network (0.2 FTE 2013-2016), **Ross** designed innovative fully-funded graduate and doctoral training programmes.

Contribution to public policy. Jones has written briefing papers for Ministers, contributed to All Party Parliamentary Groups, the Labour Social Work Group, and Select Committees, e.g., Children's Social Care Workforce Inquiry (2019), Foster Care Inquiry (2017) and Funding and Provision of Local Authorities' Children's Services Inquiry (2018). Through Ofsted, **Hood's** research for the Nuffield Foundation has contributed to changes in UK child protection policy. Middlehurst contributed evidence to policy-making on international quality assessment (HEFCE, 2015) and transnational education (BIS, 2014). From 2013-2015, Middlehurst was invited by the Permanent Secretary to join a DfID-BIS Task Force which inspired a new funding programme to support HE in Sub-Saharan Africa, Asia and the Middle East. The HE Commission made use of Middlehurst's research on private providers in the inquiry that informed the HE&R Act 2017. **Curtis** was an expert advisor to Lord Willis for Raising the Bar, Shape of Caring 2016.

Contribution to industry and professions. Unit researchers contribute to industry and professions through formal appointments, such as **Ross'** role as President of the International Collaboration of Community Health Nursing Research (to 2019) and Member of the international advisory board for Primary and Emergency Care Research (PRIME) Wales. As former elected Executive Member of the Council for HE in Art and Design (CHEAD), **Partington** participates in the CHEAD leadership programme and conferences. She shares expertise as Principal Fellow Higher Education Academy and Member British Educational Research Association, Creative Industries Federation HE Group and gives advice to an All-Party Parliamentary Group for Art Craft Design Education. Tompsett advises on social work education as an elected Member of the British Association of Social Work's Council and an appointed Member of the General Optical Council's Education Committee, and former member of the General Social Care Council and the Health and Care Professions Council. **Ross** shared education knowledge on the Board of Hounslow and Richmond Community Health Trust (2014-2016) and as current Chair of Board at Princess Alice Hospice and Chair of the Hospice UK Chairs Forum London. An international research group, established by **Paliokosta** and **Ooms**, is supporting research on children with special educational needs and mental health problems. **Ooms** established the South London Education and Development Evaluation Collaboration (SLEEC) in 2016 with HEE, King's College London and the University of Greenwich, and has provided research mentorship at the Princess Alice Hospice since 2017. **Curtis** advises on care homes research for the British Gerontology Society. **Fletcher** and **Patel** have used knowledge of IPE to translate evidence to practice in the NHS.

Contribution to research-led education and learning. Unit research informs teaching on KU's EdD programme, masters-level teaching, and doctoral studies, e.g., experiential learning (**Paliokosta**, **Ooms**), technologically enhanced learning (**Wood**) and situated learning (**Curtis**). The research has improved the quality and consistency of master's programmes in Japan, USA and Indonesia through **Booth's** work with the British Association of Applied Linguistics (BAAL) and EuroSLA and postgraduate courses and conferences run by London-Second Language Acquisition Research Forum (L-SLARF). Research-based courses have been developed with commercial partners, e.g., **Hood** with Vanguard Consulting; and **Lewko** with the European Respiratory Society (2012-2019).

Contribution to community enrichment. Unit research has contributed to more inclusive HE which benefits employers through more diverse workplaces, e.g., BAME graduates and enriched communities. Unit researchers are actively engaged in community-based projects, schools and outreach activities, e.g., FHSCE Festivals of Learning, and public presentations of student research. **Paliokosta's** work with disabled activists on the 'Fighting for our rights' project was awarded Teacher Education Advancement Network Commendation 2019. Perhaps most significantly, Unit research has served to amplify the voices of students and educators through research engagement and co-authorship of research papers.