

Institution: University of Birmingham
Unit of Assessment: UOA23 Education
<p>Section 1. Unit Context and Structure, Research and Impact Strategy</p> <p>A1. Context</p> <p>The School of Education (UoA 23, hereafter ‘the School’)’s stated mission is to ‘advance the academic study of education with a commitment to equality, diversity and social justice’, which we pursue across our research, teaching and collaborations. The School has three interdisciplinary Departments: <i>Disability, Inclusion and Special Needs</i> (DISN), <i>Education and Social Justice</i> (ESJ), and the <i>Department of Teacher Education</i> (DTE). These Departments function as our principal organisational units and provide intellectual homes for colleagues. The School is committed to the foundation disciplines in education – sociology, history, philosophy, psychology – and colleagues are supported in working within and across these and other disciplines.</p> <p>The School plays a leading role in shaping and sustaining our field nationally and internationally. We ally world-class research that identifies and confronts challenges of inclusion and social justice to engagement with practice and policy audiences regionally, nationally and internationally. The School’s approach to engagement with practice and policy audiences is informed by our contribution to the University’s mission as England’s first Civic University in one of the UK’s most diverse cities. We collaborate with the University of Birmingham School (REF5a 4.2.2); deliver research-informed teacher education throughout the West Midlands, as well as through the School of Education in Dubai (REF5a, Section 1); and enjoy partnerships with external agencies including government departments (e.g. the Department for Education), leading international charities (e.g. John Templeton Foundation), national campaigns and think tanks (e.g. Runnymede Trust). Rigorous and influential academic research that informs a sustained and strategic contribution to education policy, practice and public debate is a hallmark of the School.</p> <p>We are home to five University Research Centres that focus on specialist areas within the School’s overarching commitment to social justice and inclusion. The Centres enjoy international and national reputations for rigorous research and influence on policy and practice. They provide a structure for the School to sustain our research leadership and deepen our expertise in key areas, with strategic senior and early career appointments made in the last 5 years. The Centres are the <i>Autism Centre for Education and Research</i> (ACER); the <i>Centre for Research in Race and Education</i> (CRRE); <i>DOMUS – Interdisciplinary Research in Histories of Education and Childhood</i>; the <i>Jubilee Centre for Character and Virtues</i>; and the <i>Vision Impairment Centre for Teaching And Research</i> (VICTAR) (see C2). The School is also home to a number of research groups including the Biosocial Research Network, MOSAIC Group for Research on Multilingualism, and Language and Cognition at Birmingham (LACAB). These groups offer a flexible structure and support for research and public engagement activities in areas of shared interest or emerging concern. Our flagship research centres and school research groups create concentrations of research expertise and community in the School through which we progress our strategic commitment to inclusion and social justice in education.</p> <p>A2. Research Strategy</p>

At the heart of our research strategy is research that informs and shapes education policy and practice to the benefit of educators, students and communities.

We identified four 5-year strategic objectives in REF 2014, which were refined and a 5th objective added in 2016. These have provided strong foundations for our activity and development, and form the bedrock of our research strategy in what is now a 10-year plan.

Objective 1 – ‘to advance our specific contribution to scholarship in social justice, inclusion and character education’ – fulfilled through our continued support for research in these areas including our flagship research centres, through strategic recruitment of high calibre staff (see B1 and C2) and an effective research support infrastructure (see C5). Our 2016-2020 Strategic Plan committed us to **‘extend and deepen the impact of our research’** and we have excelled in doing this through strong supports for impact (see C6 and ICSs).

Objective 2 – ‘to provide a vigorous research environment which enables all staff to develop their scholarship and research leadership to the highest level’ – which guides our approach in maintaining the inclusion of students and academic staff (on all contract types) in the research activities of the School, creating a vibrant and vital research environment (see B4 and B7). We also prioritise the quality of research outputs, providing development and support opportunities (see C5). These refinements reflect the revised objective to **‘provide a thriving research environment which enables staff and students to be active in research and scholarship to achieve the highest standards of scholarly output’**.

Objective 3 – **‘to expand our international and interdisciplinary research presence and profile’** – we dedicate support, time and financial resources to international and interdisciplinary activity. For instance, through our targeted partnerships with University of Illinois Urbana-Champaign (REF5a, 2.1.8 and D2) and Southeast University, Nanjing (see A4); and through the volume of our prestigious international keynotes and visiting positions (see D3).

Objective 4 – ‘to maintain a focus on the distinctiveness of research’ – foregrounds our commitment to rigorous research that contributes to **‘socially just, inclusive and inspiring education’** (see C2).

Objective 5 - **‘to maintain and encourage further collaborative research and scholarship activities with local and regional stakeholders including our partner schools’** – we ensure our research-based expertise reaches stakeholders in our region and that learning from our partners informs our research. Hosting the **Birmingham Schools Strategy Group** (see D1) and our leading contribution to the **University of Birmingham School (UoBS)** research working group are key successes.

Our Research Centres provide a structure for the development of the School’s capacity to deliver these objectives, by combining research expertise with regional, national and international profile, and a wide range of partners including NGOs and government policy actors. These qualities support our success in impact, evidenced by our impact case studies each of which is based on the work of a Research Centre (see ICSs).

In the next five years, the School will maintain a substantive focus on social justice and inclusion through its Research Centres, while remaining responsive to emerging priorities through research groups. We will build on research income success by diversifying our sources of income, encouraging greater ambition in the value of bids and scale of research projects, and supporting early and mid-career colleagues to develop their research agendas and grow their

role in bidding for external funding. The School will grow the international profile of our research, including through high-profile international events led by Centres, and building on our targeted partnerships with international universities (see D2 and A4).

A3. Impact Strategy

Offering our research expertise and insight to the education sector and working in partnership to shape and influence education is at the heart of our mission. Impact is embedded in our research environment, and the closeness of this relationship is expressed in Objective 1 of our research strategy. Our **Impact Development Group**, convened by our School **Impact Lead** (see C7), brings together a cross-section of our academic community and is tasked with developing our strategy for maximising impact. Key to this strategy is establishing research impact as a collective endeavour that is integral to all our research, and identifying and growing opportunities for impact. This group is working with leaders in the field of social learning and value creation (Bev and Etienne Wenger-Trayner) to map the value created through our impact work and identify new routes to value creation. This mapping activity is key to the future of the School's impact work, establishing new pathways to impact from the School to local, national and international stakeholders.

We define impact broadly, encompassing activities from advising policy-makers to working with schools to shape practice. However, all our work aims to deepen the impact of our research in advancing social justice, inclusion and character education. This definition enables us to maximise our influence at regional, national and international levels, and across educational practice, campaigning and policy-making. Our Research Centres lead the School's impact on policy, society and civil society organisations, nationally and internationally; e.g. CRRE founding director **Gillborn** was cited in the House of Commons Education Select Committee on Underachievement in Education by White Working Class Children; VICTAR influenced the *Our Right to Study* national campaign and contributed to UK government policy on Disabled Students' Allowance for students with vision impairment; ACER has improved local authority autism services and delivered training to over 275,000 educators of children with autism. Working with the Secretary of State for Education, Jubilee Centre has made character education a policy priority at DfE, changed professional standards at Ofsted, and shaped pedagogical practice. Each of our research centres boasts strong links with NGOs, think tanks and charities to facilitate impact development, including Kick it Out and Runnymede (CRRE), Autism Education Trust (ACER), Step Up to Serve (Jubilee Centre), and the Royal National Institute of Blind People (VICTAR). Across the School, we currently work with more than twenty such organisations.

Partnership working enables our research to influence practice through local and regional stakeholders (realising Objective 5), and at national and international levels. For example, the Impact Leads (formerly **Youdell**, now **Kitching**) and Head of DTE (**Child**) have developed a strong partnership with the **Chartered College of Teaching** (CCT), and created a programme of three massive open online courses (MOOCs) for teachers, titled '**Education Research that Matters**'. This programme puts cutting-edge research in teachers' hands, and provides a platform for them to develop and implement school-level interventions based on our research and supported by our researchers. Over 1200 teachers from 58 countries signed up to the first of these courses. We are also integrally involved with the **University of Birmingham School**, which since opening has engaged in research with staff and students from the School of Education. Colleagues in the School (**Youdell, Child**) are part of the University School Strategy Group, which is generating a renewed vision for research-informed teacher education and professional development. The AHRC funded *Voices of War and Peace* project (**Grosvenor**)

worked with the Library of Birmingham and based the project's public engagement centre there. Following school closures related to Covid-19, academics from across the School (including **Allan, Bhopal, Crawford, Child, Diamond, Gholami, Kitching, Perry, McGimpsey, Youdell**) have established a **Commission on Education and Covid-19** with Birmingham City Council's Director of Education and Skills to understand variations in educational provision and learning achieved at home, identify emergent gaps, and inform the future of educational provision.

A4. Interdisciplinary Research

Advancing the study of social justice, inclusion and character in education (Objective 1) requires an interdisciplinary approach to research and impact. The School has developed an interdisciplinary research agenda and ways of working that are embedded in our Research Centres and our departments and School research networks.

The School is at the leading edge of the emerging field of **Biosocial Education**, bringing interdisciplinary research in education together with the **life sciences**. The Biosocial Research Network, hosted by the School and led by **Youdell**, brings together researchers from across the University, including **Education, Social Policy, Human Geography, Psychology, Sport and Exercise Science**, and **Biosciences**. This has supported Youdell and colleagues from **Psychology** to develop a partnership with Southeast University (SEU), Nanjing, to work on a joint *Biosocial Learning* research programme. SEU has established a government-funded *Institute for Brain Science* to which members of the Biosocial Research Network will provide expertise.

Our Research Centres are conduits for interdisciplinary research in their areas of substantive research concern. The **Jubilee Centre** is a member of an **interdisciplinary research centre based in Genoa, Italy** and brings **world-leading philosophers** to the School through its visiting professorial fellow scheme (e.g. Professor John Haldane, Director of the Centre for Ethics, Philosophy and Public Affairs at the University of St. Andrews). **CRRE** has strong links with **legal scholarship** on race inequity and recent CRRE publications have engaged collaborators in **philosophy and political science** on critical understandings of citizenship globally and in conflict zones. Research in the School outside the research centres also has a strong interdisciplinary character, e.g. the *Miratho Project* funded by ESRC/DfID and led by colleagues in the School (**Bathmaker**); **McGimpsey's** interdisciplinary work across **education, policy, sociology and youth studies**; and **Gholami's** work across **sociology, politics, and policy**. **Bassetti** leads the University's Language and Cognition network of researchers from **education, psychology, modern languages and linguistics**.

At University level, interdisciplinary research is supported through the **Institute for Global Innovation (IGI)** and the **Institute for Advanced Study (IAS)** (REF5a 2.3). The **IGI** addresses pressing global challenges and **Kiwan** leads one of its work streams focusing on inclusive communities within the IGI's "Resilient Cities" theme. This pairs her with engineers, atmospheric scientists, policy specialists and economists all working to understand how global cities can respond to shocks such as sudden population growth, economic changes, or natural disasters. The IGI provided logistical and financial support for **Kiwan**, with **Youdell**, to secure *Disability Under Siege*, an AHRC Network on Education in Conflict and Crisis focused on children with disabilities which combines **education, sociology, psychology, migration studies, refugee studies, disability studies, arts, and health**.

A5. Open Research

Open Research: In the field of education, potential for Open Research lies particularly in **working with stakeholders in participative ways**, and this is often a core part of our research from project inception. **ACER** and **VICTAR** both include people with disabilities as a central part of research and writing teams, and **ACER**'s outputs include papers arguing for user engagement in research. **CRRE** was launched by Baroness Doreen Lawrence, and research steering groups have included representatives from the Runnymede Trust, the Stephen Lawrence Charitable Trust, and a local race equality charity. The **Jubilee Centre** has designed its programmes in collaboration with the charity Step Forward Britain. **Grosvenor** used AHRC funding to run activities engaging communities in commemorating and uncovering hidden histories of the First World War. **Lynch** has used IGI/GCRF funds to set up a disability inclusion network in Southern Africa which brings in views of local stakeholders. This activity led to a British Academy grant (*Exploring the historical and cultural contexts of early childhood education for children with disabilities in Malawi*, £236k). We further incorporate these principles into PGR research training programmes.

Open Data: Traditionally, data pertaining to sensitive and/or confidential information about schools and pupils has been restricted. The University is a signatory to DORA (see REF5a 2.2), and the School recognises the significance of research outputs beyond journal articles, including opening access to datasets. There will be occasions where even anonymised and composite data cannot be made open, but we encourage researchers and participants to actively engage with this agenda through an open approach to conducting research and using our peer-review process to explore opportunities for generating open data.

Open Access: Open Access to the research outputs of the School is a key part of our approach to Open Research and making research **available to users beyond HEIs** is an established part of our practice. The School encourages staff to make use of Gold Open Access via dedicated funding from the College of Social Sciences (CoSS). The School hosts the *Journal of Philosophy in Schools* (JPS), an Open-Access online peer-reviewed journal, now in its seventh volume and averaging over 1,500 downloads per article. Our Research Centres support Open Access by making research available to stakeholders via their **websites**; e.g. **ACER** and **VICTAR** have made much of their work open access on their website through arrangements with research funders and NGOs.

We also use **MOOCs** to **make our research more widely accessible**. The Jubilee Centre launched the 'What is Character? Virtue Ethics in Education' MOOC in 2015. The course has had more than 15,000 learners internationally, and the School's 'Education Research That Matters' MOOC builds on this experience (see A3).

A6. Research Integrity

The formal **University ethical review** process is held in high regard in the School, and **Bassetti** is a member of the Humanities and Social Sciences Ethical Review Committee. All staff are supported to enact research integrity as a core part of their practice through a number of initiatives. The **School Research Toolkit** brings together key information about research support, research integrity and ethical review. It also ensures integrity in publication by providing clear guidance on appropriate authoring of research outputs, emphasising issues of consent, co-authoring with participants and co-authoring with junior colleagues. Our **research mentor programme** means that all junior colleagues have senior colleagues with whom to explore matters of research integrity and ethics. Our **research proposal review** process ensures that experienced colleagues advise during the preparation of research proposals, and a formal pre-submission review checks the quality and integrity of all proposed research. We support the

integrity of future research through the **training and supervision of doctoral students**, which develops their understanding of research integrity and involves them fully in ethical review. For example, **Kiwan** supported PGR **Wen-Yu Wu** (funded on a Global Challenge Scholarship) in gaining ethical approval for work on refugee young people's experiences of accessing Higher Education. This required consideration of researcher and participant safety in accessing refugees living in refugee camps, taking account of Foreign, Commonwealth and Development Office (FCDO) guidelines and cultural issues regarding the mobility of refugee young women students. Likewise, our PGT and UG dissertation students undertake a full ethical review formally assessed by their supervisor/programme teams.

Section 2. People

B1. Staffing Strategy

We are proud to be the home to a vibrant, creative and well-regarded team of colleagues, from our world-renowned professors (e.g. **Arthur, Allan, Bhopal, Gillborn, Hand, Kristjánsson, Youdell**) to emerging research leaders (e.g. **Day-Ashley, Gholami, McGimpsey, Perry**) and outstanding early-career researchers (e.g. **Hewett**). We achieve our objectives in major part by our capacity to attract, appoint, develop, reward and retain academic staff of the highest international calibre. Our staffing promotes interdisciplinary work that advances the study of social justice, inclusion and character education by bringing together expertise from across the contributory research disciplines (recruiting psychologists (e.g. **Symes, Darnell**), philosophers (e.g. **D'Olimpio**), sociologists (e.g. **McGimpsey, Perry**), and historians (e.g. **Roberts**)) and enhancing our Research Centres (e.g. recruiting professors **Bhopal** and **Kiwan** to CRRE and **Peterson** to Jubilee Centre, and early career researchers **Crawford** and **Roberts** to CRRE and DOMUS respectively).

B2. Recruitment Strategy and its Effectiveness

Our commitment to inclusion and social justice is reflected in our recruitment strategy which foregrounds **achieving equality, diversity, vitality and sustainability**. We recruit across the range of levels of seniority to sustain research leadership, ensure succession and grow future researchers. As positions become available we are seeking to increase the proportion of women in Reader and Chair positions and to maximise the diversity of our academic staff in relation to ethnicity and disability.

We **attract diverse applicants** by ensuring **diverse recruitment advertising**, using mainstream and targeted outlets to place adverts that use gender-neutral language. We align with CoSS policy by ensuring **diverse recruitment panels** and **avoiding single-sex shortlists** where possible. We organise and run recruitment days **according to Equality and Diversity principles**, with all panel members having recent E&D recruitment training and able to enact constructive E&D interviewing. We provide **induction and mentoring** for all staff on arrival.

Our approach to recruitment is effective. Women make up 54% of the School's staff with Research or Research and Teaching contracts. We have recruited seven BAME academic staff since 2017 from research professor to beginning lecturer positions. Over the REF period, the proportion of women in Reader and Chair positions in the School has increased from 32% to 42%, ahead of the University target of 30% (REF5a 3.4.5).

B3. Staff Profile – Contract Type and Duration of Cat A Staff

Stability among senior research staff over the REF period has enabled the School to combine strategic senior appointments with a focus on recruiting outstanding Early Career Researchers and supporting their emergence as research leaders through promotion. There are currently 36 Category A staff in the School. Of these 15 are Professors, 11 of whom were members of staff prior to 2014. Of the remaining 21 Category A staff three are Readers, six are Senior Lecturers, 11 are Lecturers, and one is a Research Fellow. Just one of these staff is on a fixed term contract and three are on part-time contracts. Nine of the 36 Category A staff achieved promotion during the REF period (three Research Fellows achieving full lectureships, four promotions to Senior Lecturer or Reader, and two colleagues becoming Professor).

B4. Early Career Researchers

We are **committed to supporting the sustainability of Education and growing the next generation of researchers**. Our thriving community of Early Career Researchers (ECRs) includes four new lecturers within five years of their PhD, 10 postdoctoral research fellows, three research associates, and over 175 doctoral students. The School supports the development and advancement of ECRs through a number of strategic initiatives.

All ECRs have **full access to research-related financial resources** in the School, including **seed corn research funds** and **conference travel funds**. These are promoted to ECRs through formal communications, managers and mentors, and a personal research-induction by the Director of Research. In the last three years, ECRs received seven awards of seed-corn funding and all ECR lecturers received conference travel funds during the period.

ECRs are encouraged to play a **full role in the School research community**, at meetings, presenting at School seminars and the School annual conference, and making use of support from the Research Office. We have appointed a **School ECRs Lead (Crawford)**, with dedicated time and resources who is a member of the **School Research & Knowledge Transfer Committee (RKTC)**. There is a standing ECRs item on the RKTC agenda, allowing ECRs to shape the School's research agenda, policy and practice.

All ECRs are provided with **quality line management and career development support**, in fulfilment of our Objective 2, including an annual Professional Development Review (PDR), and **career advice** and support from their line manager, who is often the principal investigator on a research project or director of a research centre. Centre Directors and Heads of Department are responsible for **mentoring ECRs** to establish the strongest possible profile in line with their longer-term career aspirations and the role of research and impact in the School's mission. The Director of Research (**Gillborn**) also offers popular termly **confidential research surgeries** to discuss research and scholarship.

The University and the School recognise that **ECRs are a source of information, expertise and support for each other**. We encourage our ECRs to participate in the College-level **Early Careers Network**, which offers regular events and workshops. The School ECRs Lead has established an **ECRs Group** and runs targeted **workshops**, with dedicated administrative support and budget. Recent workshops on publishing for ECRs have been well attended.

B5. Academic Leadership

In our ten-year strategy we commit to **operating a robust as well as collaborative governance and leadership culture and structure that draws on senior staff (academic and professional services) to provide appropriate leadership and management across the School**.

Our Senior Management Team (SMT) reflects the demographics of School staff. Since 2016 the Head of School has been a woman, as are seven of the eleven members of this committee. The timing of SMT meetings has regard for equality, diversity and inclusion, and accommodates members with caring responsibilities. The School has further areas of responsibility which are advertised across the School and women and BAME staff are encouraged to apply. These are:

- Director of Internationalisation (Professor, minority ethnic, female).
- Director of Postgraduate Research (Senior Lecturer, female)

- Heads of Department (2 female, 1 male minority ethnic)
- Research Centre Directors, (3 female Professors one of whom is minority-ethnic, 2 male Professors).

The School is committed to ensuring transparency in the advertising and appointment of Senior School roles and having targeted conversations with women and BAME colleagues to encourage them to apply.

B6. Staff Development

Our staffing strategy commits us to **investment in professional development for staff to improve practice, promote excellence and support colleagues in growing their capacities and talents**. We achieve this through an established culture of opportunity and encouragement, a mentoring system, and dedicated professional development funds to which all staff can apply.

All staff have an annual Professional Development Review (PDR) conducted by a senior colleague trained in the process. The aim is to review the year's activity in relation to agreed objectives, and develop individual research plans that promote career growth and School strategic goals. These plans establish short and longer-term objectives pursuant to these goals, and targeted training and development support. The School makes use of PDR meetings and mentoring to encourage all staff to attend UoB's courses on leadership development, and external courses such as the Leadership Foundation for Higher Education's Aurora initiative (REF5a 3.4.4). The PDR process is also important for planning and supporting study leave (see B7).

Staff on research and teaching contracts have a 33 per cent workload allocation for research, while teaching-focused staff have a 10 per cent time allocation for scholarship and research. All staff are encouraged to access the School's research and scholarship support, e.g. conference attendance funding, professional development funding, paper and bid writing mentoring, seed corn funding.

B7. Research Leave (Study Leave)

We recognise that periods of study leave are integral to academic scholarship and achieving our research goals. To ensure that research leave is allocated equitably and well-used, we employ the following strategies:

- Heads of Department and Departmental Research Leads promote early planning of applications through the PDR process.
- The expectations of what will be produced during study leave are clear and achievable and included in academic planning.
- Dedicated funding for teaching cover to facilitate study leave from the School and College e.g. Quality Outputs Support Scheme.

In awarding study leave the School considers the career position of applicants, responsibilities that impede research activity, and protected characteristics in order to ensure equitable allocation to junior and minoritised staff. Five of the 10 periods of study leave allocated between 2015/16 and 2019/20 were to women including one BAME colleague.

B8. Research Students

We have a thriving community of over 200 doctoral students across PhD, EdD and the Applied Educational and Child Psychology Doctorate (App Ed and Child Psy D) programmes. While we retain the highest numbers of PGR students in CoSS, we have reduced the size of our EdD and PhD cohorts as part of efforts to prioritise the quality of students, their supervision, and our student support. This has included implementing clear guidance about the maximum number of PGR students that any individual staff member should supervise, reflecting differences in seniority and experience.

Table 1. Total numbers by year: SoE doctoral programmes by population

Programme	Year						
	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Ph.D. Full-Time	43	42	45	38	34	32	39
Ph.D. Part-Time	70	65	73	61	62	56	52
Ed.D. Programmes	86	72	73	74	69	64	66
App Ed and Child Psy. D.	38	37	43	45	46	49	51

Table 2. Total numbers by year: SOE doctoral degree completions

Programme	Year						
	13-14	14-15	15-16	16-17	17-18	18-19	19-20
Ap. Ed. and Child Psy. D.	11	9	9	11	10	12	11
Ed.D.	11	8	11	6	8	7	4.5
EdPsychD	7	1	4	4	1	1	0
Ph.D.	12	6.5	22	12.6	14.9	11.9	12
Grand Total	41	24.5	46	33.6	33.9	31.9	27.5

We value being part of the ESRC **Midlands Doctoral Training Partnership (DTP)**, securing our students access to ESRC studentships and research resources and demonstrating the high quality of our research training and doctoral supervision. We have the highest number of PGRs in CoSS, and our staff and students regularly win ESRC studentships across the Collaborative, Joint and Open competitions (winning one Collaborative and two Open studentships in 2019/20). We are also successful in CoSS studentship competitions, winning two in 2019/20.

In addition to their normal activities, which includes research seminars and events run by Departments and Research Centres (see C1), PGRs are integrated into the research culture of the School through

- **Annual PGR conference:** a one-day event organised by PGRs and funded by the School that fosters informal interchange with supervisors as attendees.
- **PGR involvement in the annual School Research & Scholarship Conference:** PGRs both attend and present at this in-house research event.
- **School PGR Newsletter:** a dedicated newsletter for postgraduate students. They also receive copies of the School's research update for staff.

We provide **dedicated facilities to PGR students**:

- **Study facilities:** 24-hour access, 365 days a year, to four PGR study rooms, offering 24 computers in total with printing, access to University software, and lockers to store work securely.
- **Student hub:** to promote work with peers, the student hub contains a café, computer breakout rooms, a quiet area, an area with a large monitor for group discussion, Wi-Fi and free device charging.
- **Support for personal development:** CoSS provides a fund of £4,000 per year for support in attending conferences or training. This provision is partly delivered through the DTP. Opportunities for development are coordinated by PGR directors at School and CoSS levels, and **Hand** oversees the University's contribution to the DTP.

In responding to Covid-19 social distancing requirements, the School has prioritised students' wellbeing and continued engagement in their academic learning communities. Supervision has continued online or socially distanced in person when regulations allow. PGRs continue to have full access to academic events and training opportunities with information coordinated in an online PGR Hub. The School annual research and PGR conferences proceeded online in 2020. Students have access to an online PGR Common Room, and training is available for supervisors on enhanced support for PGRs during this period.

Our **support for the career development of PGR students** includes access to supported UG teaching experience and membership of taught programme teams through our **Graduate Teaching Assistant** (GTA) roles, which help prepare PGRs for junior academic positions. Postgraduate teaching opportunities are advertised and there are transparent application and selection processes led by the Director of Undergraduate programmes. The School offers regular events for PGR students on careers in Education featuring alumni and academics. These strategies are showing positive results; for example, in 2018/19 and 2019/20 we awarded the George Cadbury Prize for the best PGR outcome to Holly Henderson and Matthew Barnard, each of whom had also worked in GTA roles, and both went on to full-time lectureships in other universities. Ruth Wareham completed her doctorate on the place of faith schools in liberal democracies in 2018, going on to work outside the academy as Education Campaigns Manager for Humanists UK.

B9. Equality, Diversity and Inclusion

Social Justice, equality and diversity are core elements of the School's mission, and a strong theme in much of the research across the School, including the work of our Research Centres.

Our research in disability and inclusion is led by ACER and VICTAR. Both centres put equity and diversity at the heart of their research by working collaboratively with major advocacy groups to advance equality and inclusion for people with disabilities, and by including people with disabilities in research and writing teams. CRRE's members tackle race disparities by influencing national policy, advising other universities on their practices, and informing the University's work on diversity. CRRE members are active on University EDI committees and helped shape the University's successful application as part of the Race Equality Charter. A College pilot to ensure greater shortlisting of qualified BAME applicants to academic roles was based on advice from **Gillborn**, while he and **Bhopal** have given evidence to Parliamentary Select Committees and invited meetings with officials at the Cabinet Office (see D1).

The School **Equality Lead (Bhopal)** Chairs the School's Equality, Diversity and Inclusion Committee, promoting equality by providing information to staff on equality matters and raising any concerns about equality with SMT. CoSS's **Equality, Diversity and Inclusion Committee** was Chaired by **Allan** (to summer 2020) and has recommended interventions in relation to the representation and progression of staff with protected characteristics. **Bhopal** is the CoSS academic lead for Black and Minority Ethnic Students' Experience, promoting initiatives to ensure equity for students including PGRs. The School also offers **targeted support for those with protected characteristics**, ensuring these colleagues can access research resources, staff networks such as the BAME and LGBTQ+ networks, as well as professional development opportunities. The School is **committed to flexible and remote working** in line with University policy to support equality and diversity as well as staff wellbeing, and is **committed to enabling maternity, paternity and adoption leave**. Staff on parental leave can make use of up to 10 'Keeping in Touch' days and are supported on return, e.g. through an assessment of any adjustments required, reduced workload on return, structured return to full duties, provision of a breastfeeding room within the School, and signposting of the University's family-friendly policies.

The School ensured consideration of **equality and diversity in the selection of REF outputs** through its **Output Review Group**. This group membership was inclusive of protected characteristics including gender, age, ethnicity and disability, as well as ECR representation. The group was guided throughout by the University's Code of Practice and undertook equality impact assessments analysing the output profile in relation to protected characteristics among staff to highlight potential under-representation. A tiebreak rule was instituted, whereby if outputs were judged to be of similar research quality, the inclusion of outputs by women and staff of minority ethnic background was favoured. The final selection of outputs showed no under-representation by any of the protected characteristics on which we have data.

The School is committed to **supporting staff with caring responsibilities** through sensitive timetabling and provision of support e.g. using the School conference fund to extend funding available from the College Dependent Travel Support Fund to cover the cost of shared accommodation when travelling with dependents.

To **support general wellbeing**, all staff are entitled to a research mentor in addition to their line manager. Our well-established Staff Voice group feeds into departmental and SMT meetings and the School Forum. We also regularly meet informally in the staff common room for tea and cake, and schedule annual social events.

Section 3. Income, Infrastructure and Facilities

C1. Valuing and Supporting Research

In our ten-year plan we commit to continuing to provide a **thriving research environment** which enables **staff and students** to be active in research and achieve the highest standards of scholarly output. To achieve this, we involve all staff in research and scholarship, including ECRs and those on teaching-focused contracts, and provide time, resources and infrastructure, including access to the University's Library Research Suite (REF5a 4.3) and identical access to conference and seed-corn funding for developmental research activity. Departments and Research Centres provide a **lively programme of research seminars and invited talks**, e.g. the DOMUS Seminar Series, which has run 21 events during the REF period. We are committed to sustaining the diversity of research in the School, including advancing social justice-orientated research where funding is difficult to secure, by providing research support and resources

irrespective of individuals' external research income. Staff on a research and teaching contract have **one third of their time dedicated to research**. Staff on teaching contracts have a **ten per cent scholarship** allowance. The Head of School has discretion to allocate further research time (up to a total of 40 per cent) for those making a substantial research or impact contribution. Staff who secure large external grants may have up to an additional 20 per cent time allocated to research (with additional time possible depending on the funding agreement). All staff have at least 1 day each week without timetabled teaching to maintain time for research and scholarship.

The School has had to adapt to the administrative and teaching demands brought about by the Covid-19 pandemic and, in doing so, prioritised PGR activities (see B7), and maintained support from the College Research Support Office (CRSO) for staff. This has enabled the School to win significant awards for research into educational and social justice challenges brought about by the pandemic, e.g. **Kiwan** secured GCRF funding to research effects of the pandemic on the education of refugee children with disabilities in the Middle East. **Zhu Hua** received a British Academy grant for research exploring communication and resilience among Chinese students residing in the UK during the pandemic.

C2. Research Centres

As mentioned in Section 1, the School is home to five Research Centres that provide the intellectual home and infrastructure for advancing research and impact in social justice, inclusion and character education (see Objective 1).

The **Autism Centre for Education and Research** (ACER) has built an international reputation for its work on benchmarking and transforming educational practice in autism, and has extended the global reach of the School's research. Recent international collaborations include work with colleagues at Universita Cattolica del Sacro Cuoro, Milan; University of Illinois; ELTE University in Hungary; the World Innovation Summit for Education (WISE) in Qatar, and Deduktia in Finland. ACER is led by **Guldborg** and includes **Kossyvaki, MacLeod, Perepa**.

The **Centre for Research in Race and Education** (CRRE) was established in 2013 following the strategic appointment of **Gillborn**. Since then it has produced field-leading research and contributed to political, policy and public debate, e.g. on the significance of genetics to educational outcomes, and the use of 'Big data' in education policy. CRRE is the UK's leading centre for critical research on race inequity in education. CRRE is now led by **Bhopal** and includes **Crawford, Gholami, Kitching, Kiwan, Youdell**.

DOMUS: Interdisciplinary Research in Histories of Education and Childhood is the intellectual home of the historians of education in the School. DOMUS enabled the public engagement work of the AHRC-funded Voices of War and Peace project (**Grosvenor**), using university-community partnerships to engage diverse communities in producing local histories that connect with national and global knowledge. Led by **Martin**, DOMUS also includes **Day-Ashley, Grosvenor, Myers, Roberts** and Emeritus Professor **Watts**.

The **Jubilee Centre for Character and Virtues** was established in 2011 with a substantial grant from the John Templeton Foundation (see C3). The Jubilee Centre has won over £12M since 2014, for research on the importance of virtue for public and professional life, and influences policy and educational practice globally, e.g. its recently launched CPD programme involves participants from over 55 countries. Led by **Arthur, Kristjansson** and **Peterson**, the Centre includes six research fellows and eight PhD students.

The ***Vision Impairment Centre for Teaching and Research*** (VICTAR) drives the School's longstanding expertise in the field of vision impairment. VICTAR has strong links to key NGOs, including RNIB and Sightsavers International, and supports a unique Longitudinal Transitions Study that has just entered its second decade. Its work influences policy and practice in the UK, e.g. good practice guidelines on disabled students' experience at universities and UK government policy on Disabled Students' Allowance, and internationally, in Malawi, Kenya and Uganda. Led by **Douglas**, VICTAR is also home to **Hewett** and **Lynch**.

Two new investments have further enhanced the School's research environment. First, the **University of Birmingham School**, established in 2014, is the only secondary University Training School in the UK, and we collaborate closely in developing, undertaking and disseminating research. Projects completed to date have focused on inclusion (**Allan**), character education (**Arthur**), and subject-specific studies of mathematics and science. Second, the **Education Leadership Academy** (ELA), launched in 2019, works with governments and schools in the UK, UAE and Indonesia to design and deliver professional development informed by leading-edge research. ELA is led by **Diamond** and includes **Perry**, **Kitching** and **Allan**.

C3. Research Grant Capture

Our five strategic objectives are supported by our capacity to consistently secure substantial levels of research income from a range of sources. Members of the School are encouraged to respond to invitations for tender, funding calls and open competitions, and the School has **secured research income from a wide spread of agencies** including research councils and major research funding bodies. In the REF period we have secured £19,052,873 in external research income in over 100 separate grants from over 50 funders. 20 of our 36 Category A staff have received income to work on these projects, mostly as PI.

Our Research Centres provide a strong infrastructure for attracting funding, offering a sound intellectual basis for work that targets national and international issues in education, with extensive national and international networks and defined routes to impact. Staff within our Research Centres received £17,042,596 of the £19,052,873 awarded to the School.

Our research income-generation strategy targets Research Councils, research funding bodies, government agencies, and NGOs and philanthropic organisations. We emphasise consistent application to competitive research council programmes and building sustained research-funding relationships. We have won over £1.9M in **Research Council** income, primarily from the AHRC and ESRC to support work including co-produced histories of diverse communities in the UK, research in multilingualism in the UK and South Africa, and research on improving early childhood development and education in Malawi. Other major **research funding bodies** include the British Academy (supporting interdisciplinary research on biosocial education), the Educational Endowment Foundation, the European Commission, the Leverhulme Trust and the Nuffield Foundation (supporting the Longitudinal Transitions Study of visually impaired young people). **Government agencies** have funded the School, including the Department for Education (supporting research on character education), Department for International Development (researching the role of private schools in developing countries), Health Education England and the FCDO. Key **NGO and philanthropic** organisations with which we have ongoing research funding relationships include the Autism Education Trust, the John Templeton Foundation, the Kern Family Foundation, Thomas Pocklington Trust, RNIB, and the University and College Union. This funding represents multiple grants used to support established ongoing lines of research often linked to our Research Centres.

The quality of our work with stakeholders is reflected in the substantial support given to the School for impact activities, with seven impact projects supported by the first ESRC IAA (£42,000) and further projects being supported by the second phase. External funding for impact activities has come from partner agencies including RNIB, Save the Children, Sightsavers, and the Autism Education Trust.

Philanthropic donations, generated with the support of DARO, support a range of activities, such as a new studentship on digital learning and covid-19, and a variety of developmental and pilot work.

C4. Support for Producing Research Outputs

Our research outputs are derived from rigorous high quality research and scholarship. We have put in place extensive support to achieve this while ensuring our submitted outputs represent the broad range of our research. Our system of internal **research output reviews** ensures every member of staff is offered **detailed expert feedback on outputs** by two colleagues (moderated by the Director of Research and external experts). We have established an **Output Incubator** that provides detailed guidance for colleagues working on outputs that have the potential to be highly rigorous or world leading research, or to underpin significant impact activity. We have been mindful of matters of equality and diversity as well as interdisciplinarity in selecting outputs for REF (see B9).

C5. Research Support Infrastructure

We invest in high quality infrastructure to **support and sustain our research culture and practice**. The School has a full-time Senior Research Administrator and a part time Research Administrator who support research and impact activity. We **ensure that our research infrastructure is appropriate, sufficient and supports growth**. This includes bidding support from CRSO and post-award support from a dedicated team in the College. The School and Research Centres draw on CoSS's annual contribution of £7k and 0.2 admin per centre to provide administrative support for research projects, visiting scholars, and workshops, seminars, and conferences.

The School's **Research and Knowledge Transfer Committee** drives School-level research strategy and practice through its remit to oversee our research and scholarship. Key initiatives include:

- Every member of staff can nominate a research and scholarship **mentor** within their department.
- A School level review process for research proposals, **providing formative feedback and quality assurance**.
- **New Ideas** sessions where staff share research in progress.
- The Director of Research hosts termly confidential **research surgeries**.
- A School-specific **Research Toolkit** bringing together research-related information on: our University research database (PURE); Conference Funding; Authorship Guidelines; H-Indices; Bid Writing/Project Funding; Peer Review; Study Leave; ECARS; and REF.

Dedicated financial resources also sustain our research:

- The School provides £32k annually to our **international conference scheme**, providing up to £1,500 per member of staff regardless of contract or seniority. Applicants are asked to show how the conference will help them to develop as internationally recognised scholars and to present their papers inside the School.
- **Seed-corn funding** of £15k annually.

C6. Impact Infrastructure

Our commitment to impact is reflected in the role of Impact Lead (formerly **Youdell**, now **Kitching**) who works to embed the value of impact across the School, and put in place School-level processes to support it aided by College and University level impact infrastructure. The Impact Lead co-ordinates impact activities; disseminates potential impact strategies; supports colleagues across the lifespan of their impact work, including Impact Case Study development; and develops new opportunities for impact. School-level processes have included **workshops for ECRs and PGRs** on embedding impact into research; **research proposal review** promoting impact planning within research bids; an **Impact Development Group** to develop shared approaches to impact; an **Impact Expert Panel**, convened in 2018, with four key non-academic research users from NGOs to consider how our impact could be enhanced.

The University recognises the significance of impact-focused work, including it in the research and scholarship allocation within the University's workload model. This has enabled the School to **allocate time** to those extensively involved in impact activity, e.g. our Impact Case Study Leads, and the Jubilee Centre has dedicated funding for its own Impact Officer.

The School develops partnerships as part of our impact infrastructure, supporting public engagement with our research. As well as our partnership with the University School (see A3 and D1) we host the Birmingham Schools Strategy Group, connecting us with schools in the West Midlands (see D1), and offer engagement events and seminars connecting practitioners to research. The Voices of War project collaborated with cultural organisations in Birmingham including the Library of Birmingham (see A3), IKON Gallery and BBC Birmingham to create workshops and interactive exhibitions.

C7. Future Plans

We have exciting plans for the School, in particular in relation to the physical environment. **Our goal is to be a fully accessible and sustainable** School of Education. We have already renovated our building, improving accessibility and creating new flexible work-social space that has supported research engagement activity in relation to Objective 5 (see D1, C7 and C1). Our longer-term ambition is for a School building that facilitates interdisciplinary, open-research partnerships in which engagement and impact are central. We also want to offer novel forms of Open Access to our research outputs, and are exploring ways to provide easy-to-find digests of key outputs that open up our research to a wider audience.

4. Collaboration and Contribution to the Research Base, Economy and Society

D1. Contributing to Economy and Society

We have a commitment to **'ensure that educational knowledge coming out of research and scholarship at the University of Birmingham is made available to society'**, which we fulfil by engaging with diverse communities of practitioners and policy-makers as well as wider publics regionally, nationally and internationally.

Through our unique partnership with the **University of Birmingham School**, we have created a new interface for the discussion and generation of educational research and research-informed practice. **Rush-Hour Research**, for example, is a series of after-school seminars where University academics present their research to teachers, parents and community-members. A range of **research projects** involve collaboration between our academics and staff in the UoB School (see C2).

We are a major **hub for diverse communities of education practitioners across the West Midlands**. We host and support the **Birmingham Schools Strategy Group** which has representatives from approximately 20 key schools, academies and specialist education facilities in the city. Through this group we make new research available to schools and broker relationships with researchers. We enjoy strong links with **Birmingham City Council**, providing expert input, research and evaluation to its **Education and Skills** and **Employment Directorates**: advising on and evaluating a major youth unemployment initiative (**McGimpsey, Youdell**); providing expert advice and analysis regarding PREVENT (**Arthur, Gholami**); leading work on safeguarding for children not in school (**Child**); and collaborating on anti-racism, and working with diverse communities (**Gillborn, Gholami, Kitching, Naseem, Youdell, Zhu Hua**).

We influence public debate concerning the **future of schools**. The 2016 **Green Paper, Schools that Work for Everyone**, underlined universities' role in sponsoring schools. We were identified during consultation as one of the **leading sponsors of schools** and the School subsequently hosted a **conference on school sponsorship**, attended by senior leaders from HEIs across England.

The School has made a major contribution to society, in the UK and internationally, through its flagship research centres: **ACER's** work on autism education; the **Jubilee Centre** on character and values education; and **VICTAR** on education for people with visual impairment. This work is set out in detail in our Impact Case Studies.

We make a significant contribution to **race equality in education** through CRRE. The Centre's findings have **informed public and political debates**, challenging stereotypes and advocating for greater inclusion in educational institutions and society. **Gillborn** was a witness for the **House of Commons Education Select Committee** inquiry into white working class underperformance and was quoted in the Committee's report (see A3). CRRE findings about the persistent Black/White attainment gap have received **extensive media coverage** (for example, *Times Educational Supplement*, January 2017) and led to **Gillborn's** involvement in confidential Whitehall policy discussions. In 2018, he was invited to a **Cabinet Office** meeting on the future direction of the **Race Disparity Audit**, and subsequently was the sole academic invited to a **roundtable** on BME students, as part of the **Timpson Independent Review of School Exclusions**.

CRRE also promotes **inclusion** and enhances understandings of racism in education through changes to **pedagogical practice and curricula**. **Bhopal** has shaped A-level sociology resources, and influenced public discussion of the allocation of A-level and GCSE results during the Covid-19 pandemic (e.g. *The Guardian*, August 2020). Gillborn's leading work on Critical Race Theory has influenced its take up in UK and US **university curricula**. It is now part of the new **A-level sociology of education curriculum** and is cited in AQA's **A-level sociology textbook**. **Kiwan's** work advancing **UNESCO's global education policy** guides citizenship curricula in member states, increasing interest around this in North Africa.

We are **responsive to national and international priorities**. We have made key contributions to **tackling inequalities in education**, with CRRE's **Bhopal** intervening in policy debates and responses around inequality in education. In September 2018 she gave evidence to the **Women and Equalities Committee inquiry on Tackling Inequalities faced by Gypsy, Roma and Traveller Communities**. Bhopal is also shaping professional guidelines, practice and institutional policy around race inequality in UK universities through research on the role and effectiveness of the **Race Equality Charter (REC)**. Two projects examining the REC and Athena Swan have **informed AdvanceHE's 2019 review** of the Charter, and the policy of key sector organisations including project funder UCU. Bhopal's **podcast guide** for teachers on 'Understanding Race and Education', published by the **Times Education Supplement** has been **downloaded over 2000 times**. **Kiwan** has informed UK debates on citizenship and education; the **House of Lords Select Committee on Civic Engagement and Citizenship** cited her findings (2017) about the negative implications of long waiting lists for access to language courses for migrants. The School worked rapidly to establish the **Commission on Education and Covid-19** (see A3) which submitted evidence to a parliamentary select committee inquiry (**Guldberg, Kitching, McGimpsey, Petty, Youdell**) and supported two funded projects led by **Kiwan** and **Zhu Hua** (see C1).

Our research is shaping international policy regarding citizenship and inclusive education. **Kiwan** led the development of the **UNESCO international framework** on Global Citizenship Education, which is the basis for awareness raising and increased resources for GCED policy and curricula globally. **Guldberg** has applied her work to curriculum development for children with autism overseas, including Italy, Greece and Qatar, and **Lynch** and **Schuelka** have engaged in projects on inclusion in Sub-Saharan Africa and Bhutan. **Day Ashley's** research on the role of private and other non-state schools in expanding education in developing countries was cited by **DfID** in *Education Policy 2018*, **Save the Children's Global Policy Position** on User Fees in Education and Private Schools (2016), **The World Bank's World Development Report 2018**, and **Oxfam International**. The work is now guiding Save the Children's activity in India.

D2. Working collaboratively for social justice in education

We place collaboration at the heart of our work, and encourage colleagues to be adventurous when exploring possibilities to engage diverse communities with research.

International academic collaborations contribute to the high quality of our research. The School promotes greater international collaboration through our dedicated International Lead (**Zhu Hua**). We have actively supported University-wide international collaborations. **CRRE** hosted a postdoctoral fellow (**Crawford**) funded by the BRIDGE partnership between UoB and the University of Illinois, Urbana-Champaign (UIUC) (REF5a 2.1.8) who is now a permanent lecturer. The Biosocial Network helped to organise a joint international conference, held at UIUC in 2017, and **ACER** has won British Academy funding for a joint research project with colleagues in the UIUC Department of Special Education.

We pursue our commitment to inclusion and social justice through collaborative relationships, of varying scale and degrees of formality, which foreground equal partnership and exchange e.g.

- **Voices of War and Peace (Grosvenor)**: funded by AHRC and Heritage Lottery Fund, supports community engagement activities developing public histories of the First World

War. The project recently won continuation funding for work co-designed with community groups.

- **Transforming Autism Education:** ACER's international training programme collaboration with Italy and Greece.
- **Royal National Institute of Blind People (RNIB):** training and dissemination across England with VICTAR.
- **Sightsavers** research in Malawi with VICTAR.
- **Birmingham City Council (BCC):** including DTE's research on safeguarding in the context of non-school-based education provision.
- **Equality Challenge Unit:** the Race Equality Chartermark scheme is informed by CRRE research.
- CRRE partners with **NGOs** in the field of race equality, including the **Runnymede Trust, Stephen Lawrence Charitable Trust, Race on the Agenda, and Kick It Out.**
- **Oxfordshire Local Authority:** ACER is providing research to the Early Years Autism Project.
- **US Military Academy** at West Point: the Jubilee Centre is collaborating on character and values.
- **UNICEF Montenegro:** the Jubilee Centre is working in primary schools.

D3. Contributing to the Sustainability of the Discipline

We influence the future directions of the field through our **Editorial Board Membership:** 18 colleagues serve on 38 peer-reviewed journals (many more journals draw on our collective expertise for reviewing).

The School hosts the SSCI-listed peer-reviewed journal **Educational Review** (Editor: **Martin**). More than 200 HEIs across the world subscribe to the journal and 2981 institutions worldwide had access in 2018, with 211,910 article downloads. *ER's* impact factor (2.042) is the highest of UK generalist education journals.

We are proud to be involved in the **Editorship** of high-quality peer-reviewed journals, indicating our international standing in several fields, e.g.

- *British Journal of Sociology of Education* (Executive Editors: **Bhopal**, current & **Youdell**, 2016 - 2019).
- *Journal of Philosophy in Schools* (Editors: **Peterson & D'Olimpio**).
- *Paedagogica Historica: International Journal of the History of Education* (Managing Editor: **Grosvenor**).
- *Race Ethnicity and Education* (Editor: **Gillborn**).
- *Theory and Research in Education* (Editor: **Kotzee**).
- *Women's Studies International Forum* (Editor: **Bhopal**).
- *Writing Systems Research* (Editor: **Bassetti**).

Our contribution to the discipline is evidenced through our service on grant review panels (Swedish Research Council 2017-2019 (**Youdell**); Academy of Finland 2015, 2018 (**Youdell**); Research Grant Council of Hong Kong 2018 (**Schuelka**); through important honours of national and international standing (e.g. Best Book in Education, 2016 (**Kristjánsson**); through admission to the Academy of Social Sciences (**Allan, Bhopal, Gillborn**); and through personal awards recognising achievement and lasting influence (e.g. New Year Honours List (**Arthur OBE**,

Bhopal MBE), and **Gillborn** named as one of the 60 most influential living educators (Kappa Delta Pi, US-based honour society).

We undertake numerous **Expert Advisory** roles: 28 appointments, between 21 people, for a wide range of organisations, e.g. Hungarian Academy of Sciences (**Guldborg**), Universities of Cyprus, London, Roehampton, Simon Fraser Southern Queensland, (**Bhopal**), Higher Education Academy (**Perry**), National Centre for Content and Language Integrated Learning (**Child**), Centre for Justice in Education, Chile (**Youdell**), World Bank Review (**Davies**), Federal University of Sao Carlos (**Kossyvaki**), West Point Military Academy (**Arthur**).

Since 2014, colleagues have delivered over 100 **keynote lectures** at international and national academic and professional conferences, covering the breadth of research in the School e.g.

- *Character Education: The Virtue at the Centre of Adolescent's Life*, International Conference, Universidad Panamericana, Mexico City, 2017 (**Arthur**)
- *Diasporic Living and the Secular – Lessons for Identity, Citizenship and Education*, Non-religion and Secular Research Network Conference, Kings College London, 2018 (**Gholami**)
- *Educating Virtuous Emotions: Aristotle and the Alternatives*, North American Association for Philosophy and Education (NAAPE), Chicago 2018 (**Kristjansson**)
- *Genetics, difference and solidarity in education*, Nordic Education Research Association Annual Conference, Helsinki, 2016 (**Youdell**)
- *Making a difference in autism education*, HAS-ELTA Autism in Education Conference, Budapest, 2018 (**Guldborg**)
- *The Challenge of Criticality: Researching Race and Racism in Contemporary Europe*, Public Lecture for the University of Copenhagen, 2018 (**Gillborn**)
- *Social Justice, exclusion and white privilege in universities*, Annual British Sociological Association Equality Lecture, 2018 (**Bhopal**)
- The promise and the limitations of the SDGs: Moving beyond access to education, United States Agency for International Development, Guatemala, 2018 (**Scheulka**)

Our staff have given more than 90 invited seminars and delivered a great many more papers in symposia and panels at key conferences.

We are involved in **international academic exchange**, attracting international world-leading and emerging writers as Visiting Scholars and to give invited presentations for both academic and professional audiences. Recent visitors include Professor Hickey-Moody (RMIT, Au) who worked with educators from the West Midlands on Interfaith Arts Education, and Professor Valerie Harwood (Sydney, Au) who presented on educational aspirations and social marketing (each supported by Australian Research Council funding). Colleagues from the School also take up invitations as Visiting Scholars internationally e.g. **Allan** is Visiting Professor, University of Örebro, Sweden; **Bhopal** is Visiting Professor at Harvard University.