**Unit-level environment template (REF5b)**

**REF**2021

| |
|---|
| **Institution: University of Gloucestershire** |
| **Unit of Assessment: Education 23** |

| |
|---|
| **1. Unit context and structure, research and impact strategy** |

a. **Context**

Education at the University of Gloucestershire is characterised by a collegial culture of robust research-informed teaching, practice-related research and deep partnership engagement. The School of Education & Humanities combines rigorous scholarship with practical application in education settings.  This culture of scholarship and application is reflected in the rich blend of staff research interests, from a clear focus on using research to better support students in their learning to research that informs education policy from an international perspective. Education benefits from a strong position within the University as it represents the origins of the University as a teacher training college established in 1847. At the same time, it responds – and is a key contributor – to the University's aims as articulated in the University Strategic Plan 2017-2022, particularly in relation to the core value of sustainability, also reflected in the Sustainability Strategy 2017-2022.

The alignment between these institutional priorities and the interests and expertise of staff within UoA23 is evident in our four key themes:
1. Education for Sustainable Development
2. Engaging Alienated Groups in the Education Process
3. Pedagogic and Curricular Research
4. Young People & Families.

These themes represent not only the interests of research active staff but also the pedagogical underpinnings of the School. They are further described below.

Members of UoA 23 are engaged in research scholarship and research informed teaching, evidenced in the pedagogical research related to learning and teaching in the HE sector and the publication of text books relating to teacher education. There is a vibrant postgraduate research culture underpinned by a comprehensive research programme, which is integrated into the UoA including research on wider issues such as sustainability and education for the disadvantaged and marginalised.  Together these research interests represent contribution to teaching and learning knowledge as well as broader educational and societal issues. The UoA comprises members of staff from within the School of Education and one from the wider University with a total of 8.2 FTE people submitting outputs. Four are on full time contracts, three on fractional contracts and one has now left the University.

Within this REF period, the School has cultivated, developed and subsequently enjoyed considerable success in relation to research outputs (over 80 publications of which 20 are submitted under UoA 23), post-graduate research (PGR) recruitment and research grant bidding. This reflects our buoyant research environment where, in this REF period, we have raised over £2.7 million of grant funding to support our research projects. This has developed from a very low baseline and is thus a particular highlight of our research environment.

Research activities are organised according to staff research interests, reflecting a commitment to sustainability broadly defined, as well as embracing a range of experiences in conducting research in educational settings in response to the needs of our stakeholders. Research projects utilise quantitative, qualitative and mixed methodologies. The School enjoys OFSTED outstanding status for its teacher education programmes which draw upon this research base. The School is also a

provider of innovative programmes in education sciences which both draw upon and contribute to the research base; these include studies on homework effectiveness, sex and relationship education, environmental education and teacher questioning strategies as well as the publication of books on teacher-led research and primary teacher education. Research opportunities are initiated through deep partnerships between the School and education settings as well as proactive bids and responding to calls to tender.

All members of staff have access to Quality Research (QR) funding to support research and scholarly activity which is allocated through the Research Development Panel (RDP) made up of research active colleagues in the field of Education at all career stages. This has been instrumental in the support of early career researchers (ECR) as well as encouraging colleagues to become research active by offering the opportunity to participate in research strategy and planning.

## b. Research Strategy

The University of Gloucestershire is a learning-led, research-informed University and as such research is one of the organisational strategic priorities, as articulated in the University of Gloucestershire's Strategic Plan. This strategy is embedded in the School of Education & Humanities Business Plans and strategic decision making at UoA/School level, which includes the setting of research priorities and the development of staff research activities. This in turn is overseen by the University Research Committee, chaired by the Vice Chancellor.

To facilitate and progress the REF2020 submission in Education UoA23, a Professor of Education (Hazel Bryan) was appointed in 2015, with a brief to develop a thriving culture of scholarship and research. The subsequent UoA 23 research strategy was devised with the following objectives:

- To provide students with inspirational research-informed teaching;
- To embed a culture of research and scholarship within the School;
- To enable the development of a vibrant postgraduate profile;
- To return a good quality UoA in REF 2021;
- To employ University expertise, capacity, skill and knowledge for the benefit of local and regional schools;
- To appoint early career researchers on permanent contracts;
- To develop a national profile for education research in our chosen fields.

In order to achieve the ambitions articulated in the research strategy, significant structural innovation and developmental opportunities for staff have been established. Structural innovation has included the establishing of a Research Development Panel (RDP), a set of research themes, the appointment of a permanent Research Assistant (Chris Jones), the appointment of a Post Graduate Research (PGR) Lead (Paul Vare), a School Research Ethics Lead (Colin Forster) and an Associate Professor (Adeela Shafi) appointment across the School. All are *ex-officio* members of the Research Development Panel (RDP). These appointments, along with the RDP and the research themes, have embedded a research infrastructure, culture and identity to support research activities.

**The Research Development Panel (RDP)**
The RDP has been the most significant infrastructural development and acts as an anchor for all research activities within education and with particular responsibility for overseeing and approving Quality Research (QR) funding. The RDP plays a key role in encouraging research active staff to

apply for and utilise available funding in a transparent and equitable way to stimulate and support their research activities, including conference attendance, writing sabbaticals, a 'Doing and Writing High Quality Research' programme and developing research bids. Involving ECRs on the RDP alongside experienced researchers has enhanced ECR development by providing a support network for advice and guidance while fostering a collaborative and democratic approach to research.

The RDP plans events which showcase our research both within the University and externally to local education stakeholders. These events are presented as Scholarship Days which not only showcase research across the School but also provide further opportunities for collaborative research. The RDP also runs a Research Seminar Programmes for the Research Priority Area (RPA): Learning in Professional Contexts, which extends out to the local education community as well as the University. The external facing Seminar Programme presents the University research to local stakeholders with the benefit of cultivating existing partnerships and developing new ones. It has also played a role in presenting our research profile and themes to these same stakeholders and has led to attracting post-graduate research students on to for example, the MA and PhD Education programmes.

In addition to the above, the RDP works to approve postgraduate research (PGR) student proposals, moderates PGR modules and designs research development opportunities. Panel reviews have been critical in strengthening research proposals, ensuring robust methodologies and enhancing the success of funding bids.

**Research Themes**
As part of organising the research interests of colleagues in the UoA, the RDP has identified research themes which reflect the main research interests of those staff accessing QR funding through the RDP and which align with the Research Priority Area (see below) and indeed the UoA 23. These themes are listed below and have a dedicated UoA web page
https://glos.production.wearesmile.com/flagship/research/research-priority-areas/learning-and-professional-contexts/

1.  Education for Sustainable Development – With the wealth of evidence on the climate crisis, social unsustainability and ecological breakdown it is essential that higher education rises to the challenge of creating a more sustainable world. This research strand explores and challenges current practice at a number of strategic levels; both Impact Case Studies under this UoA demonstrate recognised international leadership in this field and both reflect and embody the School's and University's commitment to the sustainability agenda.

2.  Engaging Alienated Groups in the Education Process - This strand of the research priority area focuses on understanding and developing ways in which to re-engage excluded youth with the education process and as young citizens. This theme speaks to our values of social justice as a crucial strand within broader sustainability goals.

3.  Pedagogic and Curricular Research - In line with the University strategy, our purpose in learning and teaching is to nurture in students and staff the pursuit of community and personal transformation. Engendering a passion for learning and subject expertise will enable our students to develop as critical thinkers who are engaged, enquiring, empowered, empathetic and ethical citizens. In this way, education for sustainability

principles are integrated into our framework of graduate attributes and help to increase the quality and value of our own academic practice.

4. Young People & Families - This research strand employs multi-disciplinary research in order to engage in principle encounters with young people and their families. This work necessitates a multi-professional approach through which the interaction between families, young people and support services can be explored.

Applicants to the QR Funding with the UoA are asked to indicate to which of these theme(s) their application is most closely aligned and to indicate the outcome and outputs they expect to achieve from undertaking the activities in their application. The aim is not only to determine which theme is emerging as a focus within the UoA with the longer-term intention of establishing a research centre, but also to develop a culture of sharing research findings more widely through research outputs thus contributing to academic discourse.

In the medium term, this will enable us to explore synergies across the research we conduct with the aim of establishing collaborations and co-authored outputs where this could lead to greater impact.  This helps us to develop and build on research outcomes and outputs in a more deliberate way. The Research Themes webpage is also externally facing so that PGR applicants can see our research interests grouped into themes for potential PGR supervision opportunities.  Students have approached research staff as potential supervisors through this mechanism, including post-doctoral and research students, demonstrating the effectiveness of the research themes and the developing national profile of the School research activities.

The research themes have played an important role in synthesising work into a 'body of research' and have played a role in the research identity for the School which reflects our values and goals in terms of sustainability.

**The Postgraduate Research (PGR) Lead**
The PGR Lead has developed a strategy to attract new PGR students which has led to the development of a new EdD programme (from February 2019) that has successfully recruited new PG students.  PG researchers are a key part of the School research community and are invited to attend, participate in and contribute to the Scholarship Days and Seminar Programme, thereby contributing to a vibrant research culture and community.  PGRs are also encouraged to consider the research themes in terms of their own interests, thereby integrating them into the research culture of the School.  PGR are also able to apply for QR funding.

**Research Priority Area (RPA) – 'Learning in Professional Contexts' (LPC)**
The above structural innovations within the School's Education subject community have included an opportunity for engagement with the wider university research culture through the Research Priority Area (RPA) 'Learning and Professional Contexts' (LPC). LPC is one of six university-wide RPAs and is the vehicle through which QR funding is accessed bringing together those who research learning both within the University and in external professional contexts.   The six RPA Leads sit on the University Research Committee and assume responsibility for the development and implementation of policies and practices relating to research across the institution.  The RPA has contributed to reaching out across the University for education based research opportunities for collaboration, funding and eventual outputs.

**Research Ethics Panel**

Research ethics within the University has been devolved to School level and the School has appointed a Research Ethics Lead who chairs a School Ethics Panel made up of research active members of staff. The Ethics Panel assesses and advises on student and staff research ethical issues. Cases that meet the criteria for submission to the University Ethics Panel are scrutinised by the School Ethics Panel before being submitted. The Ethics Lead reports to the University Research Committee and also updates the RDP on a monthly basis, including any research that is submitted to the University Ethics Panel. These structures and processes have not only embedded ethics into the research culture across the School, from undergraduate through to postgraduate research, but have also provided development opportunities for School/UoA staff in research ethics.

**RPA/UoA Newsletters**

These termly Newsletters were launched in October 2020, not only showcase the work within the education, but also to stimulate and cultivate research collaborations. Furthermore, it is designed to grow the number of research active staff and highlight calls for funding as well as research development opportunities (e.g. writing workshops, completing funding applications). The Newsletter will go out termly and it is planned for it to become an established of our research culture as it encourages the collation of and sharing of research impact.

## c. Impact

Within our research strategy, we have built the foundations to emphasise the importance of research impact with a focus on the School's research themes. Crucially, this includes a strong commitment to education for sustainability as outlined in our Sustainability Strategy Plan 2017-2022. Our research contributes to sustainability by building the capability and confidence of our students to shape the future through the research-informed teaching they receive and the opportunities they have to get involved in this research. In this way we seek to empower our students to stimulate innovation in their own research or professional practice and become leaders by modelling behaviours that reflect a more sustainable way of life. These are ambitious aims but we already have evidence of success (Impact Case Studies 1 and 2) and aim to build on this through, for example, opportunities to engage students in collaborative research.

Both our two Impact Case Studies (ICS), which form part of our REF submission, are connected to sustainability thereby reflecting our School and University values and mission. The author of ICS 2 is the Director of Sustainability in the University, which is known for its leadership of Education for Sustainability (EfS) as a pioneer in the sector with our LIFT initiative (see p.6) is the vehicle for seed funding for EfS innovations.

To further develop and build on our ambitions, the RDP is planning a series of workshops to support and encourage researchers to consider the potential impact of their research, even at inception stage, as well as what constitutes as evidence of impact, particularly differentiating between dissemination and impact. This will be further embedded by asking researchers to comment on potential impact on their QR funding application forms and how they intend to generate evidence of impact. The workshops will include ways of involving students as co-researchers so that academics and students are working alongside one another collaboratively with other partners. Opening opportunities for students within this has the potential for sustained impact by stimulating a virtuous 'impact-cycle' into our work. We also plan to develop an overall infrastructure in the School/Research Priority Area to enable us to capture evidence of impact as a 'business as usual' aspect of the work we do.

**2. People**

**a) Staffing strategy**

The strategy to develop staff has ambitious plans which include ensuring equality and diversity is reflected in the REF submission in terms of outputs, impact and the environment. This focus means that we recognise the differing trajectories of staff and students and aim to develop them whatever their stage. This has meant the appointment of senior positions for research responsibility (Bryan [Professor]; Shafi [Associate Professor]; Vare [PGR Lead]; Forster [Research Ethics Lead]) and providing opportunities to enable colleagues to take up Visiting Research Fellow opportunities. To this end Masardo has been studying at Swinburne University, Australia (December, 2017). Similarly, the staffing strategy has sought to invite Visiting Research Fellows to UoG. The School of Education also has a post-doctoral student to join after the coronavirus pandemic from the Ministry of Justice, Turkey, being supervised by Shafi. This demonstrates how the Education team is establishing itself as leading research in particular fields - all related to the key research themes of the RPA, for example, sustainability or education of marginalised/excluded learners. In terms of support for supervisors, the School promotes training and regular webinars hosted by the university as well as professional development opportunities provided by the Vitae network.

**PGRs**

The School of Education & Humanities is thus proud of being able to support researchers at all ages and stages and backgrounds in their research career and in doing so we embed equality, diversity and opportunity in terms of QR funding for staff and PGR students who are also entitled to apply for the QR funding as part of the research support culture. Many of our PGR students do take up the opportunity for funding as do the staff which demonstrates that this strategy is effective and vital for an inclusive research environment.

**Equality and Diversity**

Our REF outputs are proportional to our staff makeup in terms of gender and ethnicity. As an education UoA, our gender balance is reflective of our sector. However, we are acutely aware of the responsibility that education as a discipline has in terms of ensuring that equality and diversity goes beyond our staffing composition and career opportunities, extending to the contribution of knowledge generation and of 'decolonising the curriculum'. In taking this responsibility further and deeper Shafi (RDP member and co-UoA Lead) is a member of the steering group of a University LIFT project (Learning and Innovation For Tomorrow). The project is designed to not only develop a resource base which encourages both teaching staff and students to challenge existing bodies of knowledge but also inspires knowledge generation which aims to dismantle taken-for-granted ways of thinking and doing. This is an integral part of a wider movement and commitment across the University to narrow the awarding gap in black or minority ethnic students; to ensure that the University is a welcoming and open place for students and staff and to engender the environmental conditions that foster ground-breaking research which challenges current schools of thought. We believe this is essential not only for our research but also our students because if we want to develop global citizens who are focused on contributing to a better world for all, then it is essential that we embody this in all we do. We expect the fruits of this environment, which has been stimulated in this REF cycle, to be embodied in the next REF cycle, thereby creating and developing a research environment which is forward-looking and aligned with our University commitment to sustainability in educational endeavours.

Having equality and diversity principles properly embedded has meant that it is difficult to 'un-see' inequality. Diversity has thus become something that is not seen as a 'nice to have' but essential in

enabling us to develop our students so that they are given the opportunity to access global knowledge rather than just that which is available and dominated by the Global North.  In this way, equality and diversity becomes an essential component of all that we do and a core commitment to our students. The LIFT project 'Decolonising the Curriculum' means that we are encouraging academic staff to revisit their modules to explore where they may further introduce material which draws from a wider theoretical and literature base.  Following the pilot, we will be inviting all module leaders to work on one module at a time.  This means that not only are we asking teaching staff to be critically aware of the benefit of teaching material for students, but we also generate demand for a much wider literature base which in itself creates research and funding opportunities from beyond the Global North.

This same agenda means that we are more critically aware of issues associated with gender, for example, family commitments and how they impact on research time as well as other background features (such as socio-economic status) which inadvertently create barriers for development.  We are thus exploring ways in which to support staff who are research active to ensure that they have equality of opportunity.

In this way we are a playing a key part in leading the way in equality and diversity, not just in this UoA, but across the University for both teaching and research.

**Early career researchers (ECR)**
We are not only supportive of ECRs but view them as integral to our research goals and pipeline. For example, Gilbride is one of the leads for the Early Career Research Network (ECRN) at the University and we have a number of staff who draw on this Network's support.  We plan to set aside specific support within our QR funding to support ECRs in bid and research paper writing. ECRs also sit on our Research Development Panel (RDP) for developmental purposes but also to ensure they feed into our research plans. Supporting ECRs feeds into our sustainability goals and our equality and diversity agenda.

The staffing strategy has also included appointing early career researchers on permanent contracts (Tandoi; Screech; Gilbride; Goodger) in order to support their development and embed commitment to the UoA/School.  Such appointments are a significant factor in the research culture, where early career researchers feel empowered to run seminar series (Tandoi) and set up funded research projects in schools (Kay; Middleton; Gilbride) with a view to developing quality Outputs and for which they can access QR funding in order to run them.  The education staffing strategy has promoted doctoral study and this has included funding and time for research (Burch; Ward; McGowan; Kay; Wire; Gilbride), whether the doctorate is studied at UoG or elsewhere.

**b) Research Students**

PGR students are required to undertake two research modules and these are hosted by the School of Education on behalf of the wider university. Perforce, all PGRs work with education at the start of their study involving approximately 60-80 students annually.

PGR applications are now considered by the Research Development Panel under the guidance of the PGR Lead. The Research Development Panel also considers upgrades to full PhD and again, this is developmental for RDP members and represents the developing research maturity of the UoA/School.

PGRs are integrated into the UoA/School of Education via the Seminar Programme where they join staff in presenting their work, the evening School research seminar series including our Early Career Researcher Network, the research methods series and in having full access to research funding.  For example, Le Dao Thanh Binh has been fully funded to present at a conference in California and Le has been fully funded to gather his data in Vietnam.  We have also funded an MA Education student (Tryphosa Bennett) to be able to collect data from Kenya with an intended research output in the form of a publication.

In 2019, the last time that the university participated in the Postgraduate Research Experience Survey (PRES), postgraduate researchers from the School of Education achieved the highest response rate and the university was ranked 6th in the PRES results nationally, indicative of our growing research environment.  We see our research students as part of our drive to decolonise the curriculum through new and fresh ideas, but also as part of our equality and diversity agenda because we engender within them our values such as sustainability.

Eleven doctoral level PGRs completed during the REF.

We have 34 doctoral-level students on roll at present, two of whom have been awarded a PhD since the July 2020 deadline. All of these will feed into our next REF cycle.

## 3. Income, infrastructure and facilities

Research income has been one of the key success stories for this UoA and for our RPA.  Grants monies raised during the REF period is £2,761,294. The income to the institution from this was £1,198,000 with the rest being shared among our research partners. The bids won represent a significant increase in research income within this REF period reflecting the growing research activity in Education from a relatively modest base. They include some significant grants which reflect the growing reputation and strength of the lead researchers and the research teams, particularly in relation to education for sustainability, which are reflected in our Impact Case Studies. Winning a number of grants through the competitive Erasmus+ programme represents considerable growth within the School in terms of the confidence and capability of the staff. The projects have also worked towards developing staff teams which comprise both experienced and new researchers, thereby contributing to our ethic of development within the UoA. There are several bids within the pipeline representing yet further developing in these areas. These bids are aligned with the research themes discussed above.

Our research income and the nature of our projects reflects our ability to cultivate local, regional and international partnerships. For example, *A Rounder Sense of Purpose* has won over £650,000 with a diverse European partnership and directly maps on to our theme of *Education for Sustainable Development,* aligning with our Sustainability Strategy and forming the basis of Impact Case Study 1. The fact that two phases of the project have been funded by Erasmus+ demonstrates a recognition of how our projects have been developed strategically in order to secure longer term impact.  Similarly*, Re-engaging Young Offenders with Education & Learning* (RENYO) and *Active Games for Change* (AG4C) earning a combined research income of over £640,000 demonstrates our growing strength within our research theme of *Engaging Marginalised Populations* with education, which is connected to our deeper understanding of sustainability which is rooted in social justice. Our strength in the theme of *Pedagogical and Curricular Research* is demonstrated in *the Modern Foreign Languages* bid as well as the *Action Research Projects*

culminating in text books as outputs. In this way, our research income, contributes to our outputs, our impact case studies and our research environment.

All our bids are characterised by partnerships and it is this which lies at the heart of our ability to engage and develop impact over the longer term and develop a research partnership infrastructure. For example, the AG4C bid is a KA3 Erasmus+ project which has at its core the need to focus on dissemination and impact at the policy level and international and national conferences form an important part of it. The research that underpinned our second impact case study, University Educators for Sustainable Development (UE4SD), involved partnering with 53 educational organisations in 33 countries across Europe.

Leading these projects gives us a solid pipeline into the next REF cycle for impact case studies and further bidding opportunities. Developing a funded project profile in the areas of our themes puts us in a good position to apply for funds for developing these research areas further. This in turn builds our own profile, thereby attracting research students. In a sense our research themes not only reflect our research interests, but also provide an infrastructure to shape our research specialisms and future research bid opportunities that support our alignment with our values such as those reflected in University's Sustainability Strategy. We expect, and plan for our research income to continue to grow and with that to continue to consolidate and develop our research environment and culture.

Our future ambitions include applications for further research funding from funders such as the Education Endowment Fund, the Spencer Foundation, the Joseph Rowntree Foundation, the British Educational Research Association and Horizon 2020. The School is working with the University Funding Office (UFO) to develop the relevant support structure required. Planned bids include funded research assistant posts to support the research projects. It is intended that this will be in place for the next REF period and work on this has already started with the UFO and the scoping of research bids in collaboration with colleagues in other institutions who have established experience and success in this area.

This represents an exciting new development for our experienced researchers while the opportunity to apply for research assistant positions means that our PGRs can develop their own experiences and skills. This growing research environment has fostered the confidence to apply for diverse funding opportunities and to engage in research activity at a range of levels. In this way our activities over the current REF cycle have allowed us to identify our priorities and to map out our ambitions for the next one.

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

Collaboration with the education community in Gloucestershire and beyond is the cornerstone of the work of the School of Education & Humanities and is especially relevant to UoA 23. These collaborations provide research opportunities through our school and education setting partners as well as responding to calls to tender and our proactive bids.

Our collaborations with NGOs, charities and schools, as well as with other academic institutions, means that our research impact is not confined to intellectual contributions but also benefits specific groups and society at large. This is reflected in the consortiums that we form for our research bids that ensure that research outcomes/outputs feed into the work of practitioners and

real-world contexts. Below we outline some of these partnerships and collaborations and how they contribute to the world of academia and practice.

**LeARN Network**
Initiated and run by Vare, the LeARN network promotes and supports action research in schools. LeARN has led eight research projects during the REF period to date (Cheltenham Learning Partnership x2; schools in Ecuador; White Horse Federation; Swalcliffe Park School, Forest of Dean Primaries; The King's School, Worcester; Woodmancote Primary). This work facilitates research *by* practitioners and feeds directly into their day-to-day practice.

**Membership of Learned Societies**
Staff are members of a range of learned societies (Rigg, member of Geographical Association; Forster, Shalofsky and Penney, members of the Association of Science Educators; Howell, member of GloMaths; Bryan member of IPDA, BERA; Vare member of EERA Network 30 and BERA. Such membership reflects the active nature of our staff and also their recognition in their respective fields.

Staff playing significant roles in learned societies have acted as a model for more ECRs to consider getting involved so that even when senior research staff (Bryan) depart the University, the legacy of developing these roles has continued (Middleton). Involvement has included both national and international organisations. For example, Middleton is Chair of Directors of Leading Learning for SEND Community Interest Company and Middleton is member of the Research and Evaluation Committee of NurtureUK. Staff are encouraged to join societies that are relevant to their research interests and take an active role, for example, Vare is a member of the IUCN (The World Conservation Union) Commission on Education and Communication, the National Association for Environmental Education and has served on various expert Groups of the United Nations Economic Commission for Europe (UNECE) in relation to Education for Sustainable Development as has Ryan who was invited as a member of QAA ESD expert groups 2014 and 2020. This is evidence of a research environment which is intent on being active with relevant networks and societies and contributing to the wider world.

The RDP plays a role in this by offering funding for membership of and involvement with the societies including networking events. This is in recognition of the need to meet with members of societies which can and have led to collaborative works and research.

Such collaborations have led to outputs in the form of invited chapters, books and papers, examples of which include:

Tandoi, E. (2017) 'It's not just writing': Constricting and negotiating 'childless' in children's literature through performance in Beauvais, C. (Ed.) (2017) Children's Literature in Education

ahmed Shafi, A. (2018). Re-engaging young offenders with education in the secure custodial setting. In Children and Their Education in Secure Accommodation (pp. 277-298). Routledge.

ahmed Shafi (2020) is lead Editor on a Special Issue for the International Journal of Educational Development (IJED) entitled Towards a Global Understanding of the Education of Incarcerated Children. The Special Issue has contributors from the Global South (Nigeria, South Africa), the UAE, North America and Europe.

Middleton (2019) Teaching Assistants identifying key factors to their successful work with challenging children and finding a new discourse. In: Discourses We Live By: Personal and professional perspectives on education. Open Book Publishers, Cambridge.

Middleton, T., & Kay, L. (under review) Inclusion and School Exclusion. In Leading on Inclusion., Routledge

Martin S, Dillon J, Higgins P, Strachan G & Vare P (2014) Reflections on ESD in UK in Jucker R & Mather R (Eds.) Schools in Schooling for Sustainable Development in Europe. Dordrecht: Springer

Gough S, Mor M, Sowter A & Vare P (2016) Ongoing and future directions of research on higher education for sustainable development in Barth M, Michelsen G, Rieckmann M & Thomas I (Eds.) Routledge Handbook of Higher Education for Sustainable Development. London: Routledge

Scott W A H & Vare P (2018) The World We'll Leave Behind: Grasping the sustainability challenge, Abingdon: Routledge

Zachariou, A., Kadji, C., Vare, P. & Millican, R. (2019) Professional Development and Sustainability in W. Leal Filho (ed.), Encyclopaedia of Sustainability in Higher Education. Dordrecht: Springer.

Lee, E., Vare, P. & Finlayson, A. (2020) The Ebb and Flow of Environmental and Sustainability Education in UK Schools in Gough A (Ed) The Green Schools Movement. Dordrecht: Springer

ahmed Shafi, A., Middleton, T., Millican, R. & Templeton, S. (2020) Reconsidering Resilience in Education: An Exploration using the Dynamic Interactive Model of Resilience. Cham: Springer

Scott W A H & Vare P (2020) Learning, Environment and Sustainable Development: a history of ideas, Abingdon: Routledge.

**Editorial Board membership**
Colleagues take an active role in the review of academic papers and editorial responsibilities that such roles bring.  For example, Masardo is Associate Editor of the Journal of Family Studies; Shafi is Guest Editor for International Journal of Educational Development and for a Special Issue; Middleton is part of the Editorial Advisory Board for International Journal of Nurture in Education; Bryan is an Editor and founder of PRACTICE: contemporary issues in education research (new Routledge journal).

Middleton is Editor of the International Journal of Nurture in Education

Education staff taking up editorial board membership demonstrates confidence and expertise in the relevant research areas and again, these map on to our research themes.

**Journal Reviewer roles**
A number of staff, at both experienced and ECR stages, are involved in reviewing for established international and national journals, thereby demonstrating staff willingness and support from the School on enabling them to do so.  Combined, our staff review for 13 national and international journals and have produced and guest edited 3 Special Issues.

Vare reviews for:
- Environmental Education Research
- International Journal of Sustainability in Higher Education
- Journal of Cleaner Production
- Journal of Education for Sustainable Development
- Sustainability

Gilbride reviews for:
- Coaching: An international journal of theory research and practice

Shafi reviews for
- International Journal of Educational Development
- International Journal for Research and Method

Middleton reviews for
- International Journal of Nurture in Education
- Practice

Bryan reviews for:
- Professional Development in Education
- PRACTICE: contemporary issues in education research
- British Educational Research Journal

These reflect how Education staff have grown in confidence and ambition manifested in proactive academic and scholarly activity within their relative fields of expertise.

**Doctoral Examinations**
Our staff have begun to be invited for doctoral examinations.  As our staff who hold doctorates are gaining traction in their respective fields, we expect this to grow considerably in the next REF cycle:  Currently we have Bryan who has examined at the University of Wolverhampton (2017); University of Sussex (2016) and; University of Staffordshire (2016).
Masardo has examined an MPhil/PhD upgrade: Australia National University (ANU) (2017).
Vare is examining a PhD at Kings' College London (2020).

We are creating development opportunities by encouraging our staff with doctorates to Chair PhD viva meetings or be part of mock vivas to prepare staff for when they are in a position to examine PhDs.

**Keynotes, invitations and recognitions**
As staff establish themselves in their respective fields the requests for academic contributions and keynotes has begun to emerge and is an area likely to grow as staff profiles are raised. Examples of some of the keynotes our staff have delivered are below:
Bryan: German Education Research Association (DGfE) March 2018
Shafi:  University of Applied Sciences, Dresden 23rd January 2020
Vare: Universidad Peruana Cayetano Heredia, Lima, September 2018
Vare: German-speaking University ESD Network, Vechta, March 2019
Vare: Ministry of Education, Conference on TVET and Sustainability, Tbilisi, April 2019
Vare: Carpathian Convention, Budapest, April 2019
Vare: AGM of the National Association for Environmental Education, November 2020

**Editor of Special Edition Journals**

Our staff have initiated special editions for respected journals in their own areas of expertise, demonstrating and drawing on their networks in order to do so.  This inclu*des* Bryan (2019) with JET (Research Ethics in School-based Research); Shafi (2020) International Journal of Educational Development.

**Recognitions**
Vare currently serves on the United Nations Economic Commission for Europe Steering Committee on Education for Sustainable Development as the Committee's External Academic Expert; he has also been invited by the European Commission to join their Expert Workshop on a European Competence Framework on Education for Sustainability. His research project *A Rounder sense of Purpose* recently won the prestigious Green Gown Award.

Ryan has been awarded a competition-based National Teaching Fellowship 2017 and is a Green Gown award Winner in 2010, Highly Commended in 2013, and Finalist in 2012, 2017 and 2020. That both our ICSs were finalists and then one a winner indicates the strength of our contribution to this field.

Shafi has been recognised for her contributions to research and services to social justice with an MBE in the Queens 2020 New Year's Honours List.

In summary, this section illustrates how from small beginnings at the start of this REF period, the research environment has flourished in a range of ways; our staff are now striving to ensure that they are active contributors to the research base in their respective fields as well as to the economy and society.  We expect this to develop further as we enter the next REF period where these contributions will turn in to direct and tangible impacts.  This has been built into our plans and priorities.  As we enter the next REF period we do so with excitement, ambition and confidence which we expect to be reflected in a yet more vibrant research environment aiming for real-world and sustainable impact.