

Institution: University of Derby
Unit of Assessment: 23- Education
<p>1. Unit context and structure, research and impact strategy</p> <p>1.1 Overview</p> <p>The environment for educational research at University of Derby (UoD) sustains academically rigorous, methodologically excellent, and innovative research, funded through strategic partnerships. This submission comprises the Institute of Education (IoE), its five Research Clusters, and the International Centre for Guidance Studies (iCeGS), (led by Neary) and includes staff from the Centre for Excellence in Learning and Teaching (CELT) and University of Derby Online Learning (UDOL) departments. The centrality of research and synergy between the IoE, CELT and UDOL is reflected in collaborative activity, bidding and movement between departments: e.g. Shelton (PGR) moved from IoE to lead CELT; Petronzi (UDOL) participates in the Childhood cluster and collaborates with McAllister (4.3).</p> <p>Research Clusters</p> <ul style="list-style-type: none"> • Childhood Research Cluster, convened by Simmons and Delgado-Fuentes, supported by Robinson • Higher Education Research Network (HERN) convened by Hayes (Emeritus) and Mieschbuehler • Inclusion, Special Education Needs and Disability Research Cluster (iSEND) convened by Robinson and Codina • Teacher Education Research and Innovation Cluster (TERIC) convened by Poultney and Hardman supported by Atkins • Technical and Vocational Education and Training Research Cluster (TVET), convened by Esmond <p>IoE staff, doctoral students and other UoD academics researching within UoA23 (e.g. Larcombe) are members of the research clusters, which provide fora for researcher development and undertake a wide range of research and scholarship activities, thus promoting interdisciplinary research and facilitating impact. Key strengths and projects are elaborated in 3.1. Since 2016, the work of the clusters has been supported by a dedicated team of professional and administrative staff (1.2).</p> <p>The clusters are at different stages of development. iCeGS has a 20-year history as an internationally respected research centre. TVET and iSEND were established in 2016 and over a short space of time they have become well recognised, attracting applied research funding, international scholars as Associates and a significant portfolio of doctoral students. TERIC and Childhood Research are nascently established and focus on evidence-informed practice and scholarship, reflected in the extensive range of practitioner publications produced by members of those clusters. HERN is an outward facing, high-profile cluster focused on promoting debate around education policy and academic freedom; its activities include the East Midlands Salon, hosted by Hayes (Emeritus). Clusters are led by a Professor/Associate Professor, supported by ECR's thus contributing to researcher development and succession planning (see TERIC and Childhood leadership 1.1).</p> <p>Doctoral students are encouraged to align themselves with and actively participate in clusters. Within the TVET Cluster and iCeGS students are supported to lead meetings and recommend foci for discussion. Broader research mentorship by senior researchers is provided via cluster membership, including co-authoring, grant-application, reviewing draft papers, and addressing methodological, philosophic and ethical concerns.</p>

1.2 Developments since 2014

UoD first submitted Education outputs to REF2014. Following an internal restructure in March 2016 education provision became the IoE, as part of the College of Arts, Humanities and Education (CAHE). The Institute sought to align educational research and scholarship within a clear institutional framework. This was facilitated through the development of the 2017/21 Research Strategy which, building on the objectives articulated in our 2014 submission, has strengthened the research environment. The Strategy facilitated us to prioritise the development of research capacity through staff engagement with research, develop a thriving postgraduate community, and build on our key strengths in delivering funder-led applied research to sustain both academic knowledge production and problem-focused, policy-orientated research of high impact. Based on the applied research and scholarship described in this submission, the IoE has established a significant academic profile at national and international levels implemented through discipline focused research clusters (1.1). These were identified as an ongoing priority for development in 2014 and are now central to our research activity. The Clusters are co-located, facilitating interdisciplinary and cross-cluster work, in newly refurbished offices at the Kedleston Road site, which forms part of the ongoing capital investment in facilities by UoD (REF5a, 4.2).

1.3 Evaluation of 2017-21 strategic objectives

Success is evidenced by progress against five strategic objectives identified in the 2017-2021 Research Strategy. Our 2017/21 objectives are outlined below (*italicised*). Progress is monitored annually by the Head of Institute and Professoriate, and objectives revised as appropriate. A new Research Strategy, looking forward to 2027 and building on developments outlined in this statement, was developed in 2020 for implementation from 2021 (1.4).

1. The Institute has adopted the Frascati definition of research¹ that places equal emphasis on scholarship and the application of knowledge to develop practice. Our research and scholarship aim to have impact on teachers, educationalists and policymakers within the East Midlands region and beyond.

Research conducted within the IoE has had a significant impact nationally and internationally. Examples include the Gatsby Benchmarks, developed by iCeGS, which define good career guidance, are now adopted by all schools and colleges in England as part of the Career Strategy (see REF3, 23-1), and are being adapted for use in Wales, Spain, Norway and Hong Kong. This work together with research which established the role of careers leader in schools/colleges has impacted on over 3000 schools/colleges in England. Such projects led to iCeGS being shortlisted for the University Award for Outstanding Contribution to Research Excellence in 2016/2017 and winning the award in 2017/2018.

A National Evaluation of Industry Placements for T Levels, conducted by TVET and iCeGS together with Institute of Employment Studies, contributed to the establishment of the principles underpinning placements and the better preparation of employers in engaging with T Levels. An ongoing iSEND Opportunities Area project in Derby, has resulted in the improvement of leadership of SEND within local schools (3).

Colleagues have contributed to the education field through widely used works of scholarship, such as [The Student Practitioner in Early Childhood Studies](#), (2nd edition), involving 12 staff, led by **Oates**, from the Childhood, TERIC, and iSEND research clusters. Many are first-time authors: others producing significant scholarly works in their field include PGR students **Marshall** (2018) and **Valenzuela** (2020).

2. The development of research capacity and scholarship within the Institute will be based around iCeGS and our five research clusters focussing on expertise in careers education and guidance studies; teacher education, childhood, special educational needs and disability, technical and vocational education, and higher education policy.

¹ OECD (2002), *Frascati Manual 2002: Proposed Standard Practice for Surveys on Research and Experimental Development*, The Measurement of Scientific and Technological Activities, OECD Publishing, Paris, <https://doi.org/10.1787/9789264199040-en>.

Investment in research within the IoE has included new posts; a Research Officer and a Research Administrator, enabling more strategic investment and direction of research and impact activity. Research capacity was increased through four professorial appointments (**Atkins; Avis, Hooley, Robinson**), six Associate Professor appointments (**Neary; Robinson; Oates; Esmond; Burke; Vigurs**) and a post-doctoral fellowship (**Dimitrellou**). Research income during the Assessment period totals £2,070,000 including eight significant (above 50k) grants e.g. *Gatsby Benchmarks Evaluation* (190k); *Enrichment in FE Longitudinal study* (116k); *Process and Impact Inquiry into the Access and Inclusion Model* (114k).

Research outputs from each cluster feature in this submission. Work in each cluster has generated external research income, facilitating outputs and a vibrant environment to support doctoral candidates. Quality related research funding (QR) investment through small grants for staff, detailed in 2.4, has supported activities such as small research projects and conference attendances and facilitated research outputs. The establishment and monitoring of sustainable staffing for REF2027 and beyond will facilitate ongoing procurement and delivery of research contracts, promoting an intellectually vibrant environment for research.

3. All academic staff will be supported and encouraged to engage in research and scholarship. Academics with doctorates can be further supported and have access to training to enable them to undertake doctoral supervision.

All IoE staff engage with a research cluster (1.1). The impact of this has been to ‘mainstream’ awareness of the range of research activity colleagues are engaged in and encourage more staff to undertake research and higher degrees. The Institute has invested significantly in doctoral training (2.3) as part of its strategy to develop research and scholarship. All academic staff without doctorates are encouraged to undertake a part-time EdD/PhD. Support includes time allocation for studies and a financial contribution by UoD; formal and informal support processes also exist at local level (see 3). Staff achieving doctorates are encouraged to undertake supervisor training, which includes observing, working alongside and mentoring by experienced supervisors.

4. Building on our objectives and achievements in the Research Excellence Framework (REF) 2014, the Institute will make a submission that is more substantial in terms of quantity and quality for REF 2021;

The UoA25 submission in 2014 achieved a 2* grading overall based on the return of 6 Category A academics and a single Impact Case Study (ICS). Our strategic approach to developing Research and Scholarship within the Institute has enabled the return of 24 Category A academics in 2021 (an increase of 400%) and three ICS, from iCeGS, TVET and iSEND research clusters. Investment in the professoriate, with the strategic aim of improving quality as well as capacity, has facilitated, for example, collaborative work with Early Career Researchers (ECR) e.g. **Dimitrellou** (ECR) working with **Robinson, Codina, Hanson** and **Ainscow**, (forthcoming, 2021) whilst a strategic focus on conducting impactful research and engagement with leading scholars have all enabled incremental improvements in quality of research, confirmed by internal and external peer review.

5. Creating a research and scholarship environment and culture for academics, and for undergraduate and postgraduate students, will be our priority.

Each Research Cluster organises an annual programme of meetings and events (e.g. iCeGS has, for 23 years, hosted an annual lecture with a high-profile speaker such as David Andrews, OBE (2019), as well as regular meetings for internal and external members, whilst TVET hosts an International Seminar Series (2.5). Other activity includes the iCeGS quarterly research and policy event (iCeGS Associates) where all iCeGS MA and Doctoral students are invited to share their research. In addition, the IoE hosts an in-person [Research and Scholarship Forum](#) which provides opportunities for staff, students and external colleagues to share and discuss their research and scholarship (e.g. Panel Discussion (2018); Peutrell of Nottingham College launching his book *Brokering Britain, Educating Citizens* (2019)). The Forum normally meets monthly during term-time, but this was disrupted by the 2020 pandemic. During the University’s closure, the research culture of the UoA was maintained by offering a popular series of “pop-up” online seminars with national and international speakers, from Leeds Beckett and Federation University Australia. Staff

and students are both encouraged to participate and use these fora to share their research. The IoE also contributed significantly to the interdisciplinary UoD Global Research Challenges initiative, launched in 2019. Over a one-week period, publicly advertised events, open to UG and PG students, presented the work of IoE researchers and external speakers from KCL and Australian Catholic University.

1.4 Strategic Objectives 2021-2027

Moving forward, the new Research Strategy, aligning with the UoD Innovation and Research Strategic Priorities (REF5a, 2.3), focuses on five key strategic objectives which will enhance scholarship and interdisciplinarity in Education aiming to achieve a REF submission in 2027 which is more significant in size and scope. To achieve this, we retain a similar focus on development, but with more significant and ambitious targets.

1. Research capacity and structure

To develop capacity for sustainable research and innovation within the Institute, building on iCeGS and the established research clusters which form a nexus for our area's expertise.

Interventions to achieve this will include:

- iSEND and TVET clusters to develop as self-funding research centres during the next REF cycle.
- 2021-27 staffing strategy to sustain and develop capacity more broadly and specifically around professional education (2.1).
- Increase the number of interdisciplinary research projects through collaboration within UoD and the local community, establishing impactful outcomes consistent with the UoD Civic University Agreement (REF5a, 2.2).

2. Research environment

To systematically develop the contribution of Institute staff to research and innovation through a healthy research culture and a range of development opportunities at University, College and Institute level.

Interventions to achieve this will include:

- A more significant time allocation (equivalent to programme leadership) for cluster leads, who will hold the role on a rotational basis.
- Research environment and its development to become responsibility of nominated member of professoriate (working closely with cluster leads) for next REF cycle.
- IoE development opportunities to be more closely integrated with those at College and University level.

3. Research outputs

To increase the number of staff contributing at least 2.5 outputs to the 2027 REF at 3 and above, supported by at least 3 Impact Case Studies at 3* and above.*

Interventions to achieve this will include:

- Co-ordinated integration of Individual Research Plans (REF5a, 3.2), as part of the annual development performance review (DPR), all linked to IoE strategy.
- Ongoing mentoring from senior academics via research clusters and University Professorial Council (UPC) (REF5a, 3.4.2).

4. Research-informed teaching and student research

To disseminate our research culture among staff and students by sharing staff research, promoting research-informed teaching and providing research opportunities as part of our UG and professional programmes.

Interventions to achieve this will include:

- Reviewing UG and professional programmes to ensure that research is fully integrated into the curriculum, aligning with Institutional strategies.
- Reviewing UG and professional programmes to facilitate a move from research-orientated to research-based and research-led teaching.

5. Building professional postgraduate research routes

To develop and enhance postgraduate research opportunities that enable education professionals to engage with contemporary issues within their field at the highest level of academic study.

Interventions to achieve this will include:

- To grow the seminar programmes both online and face to face to offer an enhanced lecture and seminar programme focusing on education theory and methodologies.
- To enhance the existing PGT/PGR student culture and identity through promoting dedicated space and activities to create a defined community of practice.
- To grow the PG programmes by focusing on EDI and increasing the doctoral opportunities for BAME students.

6. Innovation and partnership

Develop innovative educational practice through strong relationships with partners and stakeholders to address key regional, national and global priorities (REF5a, 2.3).

Interventions to achieve this will include:

- Building on existing partnerships and networks to develop these further.
- Working within and across UoD to establish new interdisciplinary networks and partnerships.
- Work within the local and regional area using impactful research to promote and embed the UN Sustainable Development Goals, addressing educational and sustainability issues, and reducing inequalities.

1.5 Research standards

UoA23 is committed to an inclusive research environment, maintaining academic standards and a culture of integrity through the internal quality control mechanisms below:

Ethics and Integrity

UoD is committed to promoting high ethical standards in research and to safeguarding the dignity, rights and welfare of all those involved in research and the implementation of its results, as a fundamental part of its principles of research integrity. Ethical standards are maintained through policies and procedures laid down by the University's Research Ethics Committee (UREC), and these are regularly revised (most recently 2019) to comply with national legislation and standards of good practice (REF5a, 2.1). UoD's Research Ethics Policy is a pillar of the University's commitment to research integrity. Its recent revision reflects endorsement of and commitment to the *UK Concordat to Support Research Integrity*. The revised University Research Ethics Policy is supported by a separate University Research Ethics Procedures document. This separation enhances the profile of the Research Ethics Policy while allowing a more proactive and pragmatic implementation of procedures which utilises an integrated online system Ethics Monitor.

All research proposals developed in education, from both staff and students, are subject to review by the College Research Ethics Committee, which operates under guidance from UREC. Processes are in accordance with agreed standards of good practice laid down in the GSRU (Government Social Research Unit) and the British Education Research Association (BERA). A risk assessment approach is followed to safeguard the well-being of participants and researchers. **Hanson**, Deputy Chair of the College Ethics Committee, leads this across UoA23.

Responsible Metrics

The University's Academic Board approved the Responsible Metrics Statement in 2020 (based on the Leiden Manifesto for Responsible Metrics); and has implemented centrally funded green and gold access policies (REF5a, 2.1). The Responsible Metrics Statement guides and informs a responsible research culture across the institution, and incorporates 10 principles providing a framework accommodating arts, humanities and social sciences. It establishes best practice through incorporating recommendations from Metric Tide and the San Francisco Declaration on Research Assessment (DORA). The University will sign up to DORA during academic year 2021-

2022. All colleges have a responsible metrics champion to support implementation and cultural embedding: **Neary** leads this across UoA23 and the wider CAHE.

2. People

2.1 Overview

The staffing strategy and staff development strategy have focussed on the recruitment, retention, and development of academics within an inclusive and diverse environment. Within the UoA, there are 21.3 FTE / headcount 24 staff with significant responsibility for research. This includes seven professors (**Atkins, Avis, Robinson, Hooley, Larcombe, Forman, Turner**); four of these posts were strategically focussed on areas of research strength in order to facilitate further development. These include **Hooley** (iCeGS); **Atkins** and **Avis** (TVET) and **Robinson** (iSEND). ECR's have increased from 1 in 2014 to 6 in 2020. The submission includes a further 15 doctorally qualified staff, 6 of whom are ECR. Within the IoE, including those studying for doctoral qualifications, approximately 38% of staff are research active, exceeding the University target of 30% of staff being research active by 2020. The staffing strategy for the next REF cycle has three key elements: moving temporary research staff (employed during this REF cycle) to permanent contracts; supporting the development of existing staff through internal promotion, and the recruitment of a high-calibre professor to develop research in professional education.

2.2. Equality and Diversity

UoA 23 supports and promotes equality and diversity as articulated within the UoD's Equality and Diversity Policy, and according to its 2019 People Strategy (REF5a, 3.1; 3.2). Within UoA23, a diverse working environment advances gender equality at every opportunity and all colleagues are empowered to thrive and achieve their full potential. UoA23 actively seeks to encourage and support those from under-represented groups and ECRs to participate in the Research Excellence Framework. This approach (which also applies to the recruitment and support of research students) is reflected in staff data.

Table 1: Proportion of UoD and UoA23 SRR staff by E&D Characteristic, REF2014 and REF2021 (% FTE)

	REF2014	UoD REF2021	UoA 23 REF2021
Characteristic			
Gender			
Male	69%	42%	34%
Female	31%	58%	66%
Race/Ethnicity			
BAME	22%		
Non-BAME	78%		
Arab		<5%	
Asian		10%	
Black		<5%	
Chinese		5%	
Other/mixed		<5%	5%
Refused		<5%	5%
White		75%	91%
Disability			
Disabled	2.5%	≤5%	13%
Non-Disabled	98%	97%	87%
Age			
25-35		17%	9%
35-44		35%	31%
45-54		29%	24%
55-64		17%	34%
65+		≤5%	≤5%

	REF2014	UoD	UoA 23
Contract Type			
Fixed Term		7%	17%
Permanent		93%	83%
ECR			
ECR		18%	26%
Non-ECR		82%	74%

Data demonstrates that 18% of UoA23 staff have a declared disability, 12% above the national benchmark, but consistent with the general population. This includes staff working at professorial level and junior academics, reflecting extensive support for disabled staff within the Institute and wider University which enables needs to be met on an individual basis (REF5a, 3.1; 3.2). Valuing diversity is central to the ethos of the Institute and reflected in the recruitment of senior staff: 100% of full-time Professors, and 50% of all Professors in the Institute are female, against national level of 27%. In REF2021, 55% of staff returned are female and 4 (20%) work part-time; 70% of doctoral students are female. Within UoA23 the output portfolio has been selected based strictly on the Code of Practice determination of SRR. Flexible working is supported for colleagues with caring responsibilities as well as those with health problems or disabilities. UoD has begun working towards the Race Equality Charter and has participated in the Stonewall Workplace Equality Index achieving a score of 77 and a position of 226/500+ in 2020. The UoA recognises that this submission lacks diversity in respect of race and ethnicity, and is working with emerging doctoral researchers (e.g. **Byrd, Yusuf-Pridmore**) to develop a more representative submission in 2027. This development forms part of a broader CAHE and University strategy. Valuing diversity is integral to support for career progression and researcher development within the UoA.

2.3 Career and researcher development

Career and researcher development are reviewed as part of the annual DPR process and implemented through mentorship schemes aligned to research clusters (1.1; 2.3). These processes support colleagues to develop their skills, experience, and knowledge. Internal promotions to Professor and Associate Professor are advertised annually (REF5a, 3.4.1). The University endorses the principles of the *Concordat to Support the Career Development of Researchers*, to which it becomes a signatory in 2022: these underpin institutional policies and practice concerning research staff. The IoE was awarded silver status by Investors in People (100774- G957B3, 2017) who commended the approach to researcher development, particularly “the Buy-Out’ of staff time off their teaching timetable to pursue research [thus contributing to REF targets]”, and the “strong expectations that staff will proactively drive their own CPD, seek academic qualifications, drive and role model teaching excellence (given the client group) and engage in research within their field of interest and expertise” (p.12). The financial investment in this activity is elaborated in 2.4.

The University invests significantly in supporting staff and student micro research projects, to build student skills and support ECR staff. Fourteen staff from UoA23 have successfully bid for the University Research Scholarship Scheme (URSS), delivered projects and published the outputs (e.g. **Hooley, Neary**). Thirty-two students have been supported to gain experience of working with academics on these research projects.

UoD provides comprehensive central support for career development through a Researcher Development Programme. This includes research cafes, grant application workshops, promotion workshops, mentorship, and an ECR Forum, organised through the University Research and Knowledge Exchange Office, supported by the University Professorial Council (REF5a, 3.4). UoA23 academics take an active role in the programme, participating in events to support their own development (e.g. **Dimitrellou; Folasade**), and in mentorship roles (e.g. **Esmond, Atkins**). In 2019 six staff, five of whom are returned with this submission, took part in promotion workshops led by the chair of UPC and supported by **Atkins**: five of these colleagues are currently supported by the UoD Mentoring programme (1.4; 2.1, see also REF5a, 3.4.2).

Within UoA23 staff development and career progression are key planks of our strategy for a sustainable research base for the next REF cycle. Operationalising this encompasses:

- Supporting more staff to engage with doctoral study.
- Supporting timely doctoral completions.
- Identifying and mentoring junior staff with potential for senior roles (Associate Professor/Professor) (1.4; 2.1).
- Supporting ECR and junior staff to engage with research, writing for publication, and scholarship (e.g. through involvement in grant application and co-authorship) (1.3).

This successful strategy is reflected in Doctoral completions: within the period 2013 – 2020, 15 staff have completed doctorates within the IoE. Staff have 60% of their fees funded by their department, an investment of £108k over the current REF cycle. Staff may pursue an EdD, or a PhD via different routes (e.g. traditional, by publication). Research Mentorship is available from the UoA23 Professoriate through research clusters, in respect of both research and career progression. A minimum 200 hours' time allocation is offered through the Academic Workload Planning (AWP) system to support part-time doctoral study, and staff are also able to apply for internal funding to support additional module buy-out. 15 full-time IoE academics are currently undertaking doctorates (5 currently enrolled on the independent research phase of the EdD programme and 10 on the PhD programme), reflecting a further investment of £129,000. Three staff have had funding approved to commence doctoral study in 2020/21. iCeGS was awarded QR GTA funding for a doctoral student in 2016, totalling an additional investment of over £42,300.

Four promotions to Associate Professor (AP) (**Esmond, Neary, Oates, Robinson**) took place during the current REF period; five staff are currently being supported within the IoE in advance of 2021 applications for promotion to AP or Professor. In addition to the cross-university support and mentoring towards promotion (organised via UPC), the IoE offers open meetings to support future applications. As part of the DPR, line managers are asked to identify staff with potential for promotion. This approach has identified three individuals (all female, one with disabilities, one part-time, reflecting equality of opportunity in career and research pathways) with potential for senior roles who might not otherwise have considered promotion. Long-term plans are made with these individuals, their line managers and mentor to identify potential limitations in their profile and provide opportunities and support to address these. Research-related opportunities offered in 2019/2020 include the co-authorship of an Impact Case Study (**Codina**) and co-convening a research cluster (**Simmons**) with support and mentorship from senior academics.

As part of succession planning, funding for professorial posts has been committed to areas of strategic development, increasing capacity across the Research Clusters (1). QR income secured following the education submission to REF2014 has supported a small number of researchers with a view to increasing quality and impact for REF2021. Over the 2014-2021 period, a total of £61,954 was invested in staff development and additional research time, leading to high-quality outputs: ECRs **Staunton** and **Dimitrellou** both published 2018 outputs returned in this submission. All academic staff (including fractional and fixed-term contracts) have time allocated for research and scholarly activity. This investment also supported nascent scholarly outputs by staff not included in this submission (e.g. **Bloor**, PGR).

2.4 Small research projects and module buy-out

QR Investment was made as small grants supporting research and buy out. This investment led directly to several outputs for this return (e.g. **Esmond**, 2020), as well as underpinning work for future returns (e.g. **Robinson**, forthcoming, 2021; **Esmond** and **Atkins**, forthcoming, 2021). The investment supported research-led practice including a joint project with a partner primary school adopting continuous provision throughout KS1. This involved two teachers, four PGCE students and UoA23 staff (**Byrd**, PGR) all of whom presented at the 2018 TEAN conference with University financial support.

2.5 Conference attendance and Seminars

All staff, particularly ECRs, are encouraged to attend national and international research conferences, supported by QR and CPD funding (1.3). During the 2014-2021 REF Cycle,

colleagues have presented at international research conferences including BERA, ECER, and AERA. A financial investment totalling £434,908 (£61,954 QR and £311,000 CPD), supported conference attendance and researcher development. Funding requests are made through an internal application system and considered by a team of senior academics. Over 90% applications were successful during the 2014/2021 REF cycle.

Public conferences and seminars offered by the Research Clusters have been an important aspect of the developing IoE research culture. During 2019, members of TVET, iCeGS, and the iSEND Clusters collaborated on the UoA23 offer to the successful UN Global Challenges Research Week (REF5a, 3.4.3). iCeGS annually hosts the Student conference on behalf of the Career Development Institute, international conferences, a flagship annual lecture and co-hosts the national Career Leader conference: this has become the major event for the dissemination of research and practice for this recently established school and college role. The Childhood Cluster hosted the TACTYC (Association for Professional Development in Early Years) 40th Anniversary conference in 2018, supported and attended by both students and staff; TVET established an International Seminar series (speakers included Wheelahan, Toronto and Pilz, Cologne). Building on these successful initiatives, in 2018/19 the IoE launched a successful public seminar series as part of the activity of the Research and Scholarship Forum. Speakers have included, for example, Colley (Manchester) and Carruthers-Thomas (BCU).

Forum on writing/writing for publication

Regular writing workshops were introduced in 2018 following successful QR-funded seminars for early career and aspiring researchers on writing effectively. Writing workshops operate on an opt-in basis and include structured input (e.g. Writing for Publication) as well as opportunities for facilitated writing supported by more experienced academics. These progressed in 2020 to preparation and development for REF 2027. To mitigate the impact of COVID-19, these activities (led by **Avis**), moved in April 2020 to a virtual forum, accessible to all UoA23 staff. Prior to COVID, two IoE residential writing retreats were attended by twenty staff, additional to writing retreats offered by the University.

2.6 Output selection

Consistent with the UoD Code of Practice, UoA23 has taken an inclusive approach to determining SRR and research independence with the output selection reflecting the synergy between research and teaching (1.1). This is illustrated in that some staff (e.g. **Turner; Codina; Delgado-Fuentes**) have focussed on disseminating their research in publicly accessible forms or as practitioner texts, thus producing fewer research outputs. Similarly, most UoA23 ECR's (6 headcount, 5.6 FTE, 28.2% of submission) have fewer outputs than the metric implies due to the recency with which they became independent researchers. We anticipate they will generate more significant potential returns over the next REF cycle. All outputs have been double peer-reviewed by the UoA Professoriate, and 50% of outputs have been subject to external peer review. All staff have received development feedback on their outputs following these processes.

2.7 Research students

The IoE runs successful PhD and EdD Programmes. The EdD was initially validated as a PGT programme and students enrolled prior to re-validation in 2013 continued on the PGT validated programme. After 2013, students pursued a PGR validated programme. The Programme has led to a total of 29 successful doctoral completions during this REF cycle (Table 2).

Table 2: Doctoral completions within the REF2021 assessment period

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	Total
PhD		1.00				1.00	2.00	4
DProf/EdD	3.00	5.00	2.00	6.00	7.00	4.00	2.00	29

Doctoral programmes

The revalidated EdD programme was designed to enhance the research culture and its vitality within the UoA. Its success in promoting high-quality outcomes will be reported in full in the REF 2027 submission. Engagement with the EdD programme supports a research-informed curriculum: staff can enrich their professional practice and develop as leaders of their own field. EdD graduate **Neary** (2014) has published extensively, becoming Head of iCeGS and Associate Professor; **Charles** (2017) became Head of IoE, leading teaching and research activities; Palgrave published a monograph based on **Simmons** (2019, now ECR) thesis in June 2020.

The Programme is fiscally and intellectually healthy. There are currently 38 EdD students enrolled, 21 on the Independent Research phase, and 17 on the 'taught phase' (8 in year 2, 9 in year 1). Fourteen current enrolments are UoD staff and 24 are external students, reflecting the positive reputation of the programme both internally and externally, particularly with providers across the Opportunities Area where much of our applied research is impacting. Similarly, the PhD, (23 current enrolments) draws both international students and education professionals from the University's networks, studying a varied and richly theorised range of topics.

2.8 Student support and progression

Doctoral students are supported by supervisory teams of two, at least one of whom has specialist expertise in the area of focus of the study. Monitoring and support of students is consistent with university policy and processes through the College Research Committee (REF5a, 3.4). Development of both PhD and EdD programmes is led at UoA level by **Esmond** (PhD) and **Tupling** (EdD). A compendium of central research training opportunities is available to PGR students annually which they are expected to engage (REF5a, 3.4.5).

PGR students also attend, present at, and occasionally lead UoA seminars offered through the clusters to which they are aligned, the IoE seminar series, and the Research and Scholarship Forum. For example, EdD students led a Research and Scholarship Forum on 'Edgy Ethics' in February 2020, and **Folasade** organised an international seminar [Nigeria: The Educational Legacy of Colonialism](#), in 2018.

Students have an Institutional entitlement to apply to the University Research and Knowledge Exchange Office for funding (up to £500 per PGR student per year) to support conference attendance, enabling Education students to attend both national (e.g. **Alexander**, paper & poster presentations) and international (e.g. **Folasade**, paper presentation) conferences. All PGR students are also encouraged to present at free annual conferences (e.g. annual internal PGR conference; East Midlands Doctoral network (EMDoc)). For example, **Simmons** (ECR, then PGR); **Brooks**; **Murden**, **Bradbury** (all PGR) have presented their research at UoA Cluster events and conferences.

Students undertaking doctoral study with iCeGS also participate in the European Doctoral Programme for Career Guidance and Counselling (ECADOC) summer school programme, which offers doctoral students researching topics within career guidance and counselling opportunities to network with peers and scholars from other countries, present and discuss their research projects, and expand their knowledge of research methods. Four iCeGS doctoral students have attended the summer schools, and **Hooley** is a member of the organising committee. This Programme helps to locate iCeGS as a leading centre for doctoral study within the international career research community. The event moved online in 2020 due to COVID disruption and was attended by iCeGS PGR **Galfalvi**.

3. Income, infrastructure and facilities**3.1 Income generation**

Over the REF2021 assessment period, the UoA has secured £2,070,000 in research funding to support independent, applied and policy-related research. This work is undertaken primarily, but not exclusively, for UK central and local government, government agencies, the EU and charitable organisations (Table 3) and supported by project manager **Challacombe** and Research

Administrator **Boyce** (1.3), both appointed during this REF cycle. Income streams map onto three overlapping areas of research interest and expertise, reflecting the foci of iCeGS, the TVET cluster, and the iSEND cluster. These three groups are the most research-active of the clusters within the UoA, and regularly collaborate on bids and projects which reflect shared expertise (e.g. T Level pilot; EHCP research). Smaller amounts of income have been generated by those clusters which have a greater focus on debate and scholarship.

Table 3: Research income generation 2013-2020 (£, 000's) (as submitted to REF4b)

Source Number and Name	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	Totals
2. UK-based charities (open competitive process)	108		124	293	185		1	711
3. UK-based charities (other)	82	33				60	29	204
4. UK central government bodies/local authorities, health and hospital authorities	22	64	31	81	38	3	22	261
6. UK industry, commerce and public corporations	81	113	158	97	76	34	93	652
7. UK other sources							19	19
8. EU government bodies	5	15	23	26	13	15	45	142
9. EU-based charities (open competitive process)	26	17						43
10. EU industry, commerce and public corporations	12	15						27
14. Non-EU other			1	4	6			11
Total	336	257	337	505	318	112	209	2,070

Illustrative examples are provided to demonstrate the scope of each discipline's work.

Careers Education and Guidance: iCeGS focuses on researching transitions into and through learning and work. Its portfolio comprises three main strands: developing careers guidance for young people, widening access, and lifelong guidance. These three areas have elicited several successful and long-term relationships with commissioning bodies. Work focusing on developing career guidance for young people has led to successful relationships with organisations such as the Gatsby Foundation (£233,500) to develop and evaluate the implementation of the Gatsby Benchmarks, and the Careers and Enterprise Company, who we collaborated with on a series of projects identifying best practice to support the benchmarks: 5 literature reviews at £16k each, one project to evaluate careers guidance in a primary setting at £32K and identifying what works in personal guidance, £26K and an evaluation of the personal guidance project, £49K (see also REF3, 23-1: *Developing and Embedding Effective Careers Guidance for Young People in England*). Additionally, the Centre has worked with the Edge Foundation on a series of projects to evaluate the impact of employer interventions in schools (£29K and Ford Next Generation Project £47K).

The widening access research has focused on both evaluations of NCOP projects (£75K) but also undertaking novel research to explore influencers on young people's HE choices (£76K). In addition to these, the team have contributed to a collaborative project for OFFA led by University of West of England (UWE) (£5K) and undertaken research for the Service Children Alliance (SCiP) exploring needs of Service Children (£28K). The Centre has maintained a long-term relationship with the National Careers Service in England identifying and disseminating best practice through research and an online CPD Platform since 2014 with funding totalling over £250K.

Technical and Vocational Education: Projects for the DfE have included a project led by the Institute for Employment Studies to evaluate work placements for technical education (£28k). This project informed the "emerging principles" for industry placements set out in the T Level Action Plan and supported post-16 providers and employers "to build their capability and capacity to deliver placements". Projects for the Gatsby Foundation supported its policy work through studies of work placements at level 3 (£20k) and bridging provision supporting transitions into higher education and simultaneously across pathways (£20k). Projects supporting the work of the Education and Training Foundation (professional development body for further education) have included the evaluation and further development of resources and multi-media provision supporting assessors moving into training roles (£132k +£158k), teachers of higher education in colleges and workplaces (£58k), and technical teachers for the first round of T Levels (two projects totalling £94k). Other work, funded by Rothschild & co (£50k), supports the development of a reimagined further education curriculum at level 1. This project has informed education policy and practice in Guernsey and England, where it has contributed to the ongoing *Review of Qualifications at Level 2 and Below*. Directly leading from this project, in July 2020 we contracted for a four-year longitudinal study exploring the value of enrichment, which will be reported in 2027 (value to UoD £116k, with AoC for NCFE). See REF3, 23-2: *Diverging pathways and liminal practice in Further Education* for discussion of the impact and beneficiaries of this cluster's work.

iSEND: iSEND focuses on both research and practice, reflected in REF3, 23-3: *Ecologies for the enhancement of social and educational inclusion in England; policy and practice for Special Educational Needs and Disability (SEND)*. The Cluster has undertaken a range of Action Research projects during this REF cycle such as the 2018-21: Derby Opportunities Area project (part of a research and development programme of £245k with £66k to UoD). This project responds to the City's relatively poor outcomes for SEND pupils and involves several elements, all of which combine to improve those outcomes. Similar work includes SEND Alumni Project (2019-2020, West Yorkshire Combined Authority, £8.8k) and a research study addressing transition programmes for young adults with SEND (2017, Careers and Enterprise Company, 16K). Since 2017 iSEND colleagues have conducted four studies (combined value: £75.8 k to UoD) for the DfE into Education Health Care Plans for children/young people with special educational needs. Collectively, these have impacted on the efficacy of the EHCP process for families, children and young people. Other research projects, supporting and exploring different aspects of the educational experience for SEND pupils include work for BookTrust (2016, £24k); research and evaluation of the Splash! Programme (2018/19; Disability Arts, 22.5k to UoD), and two evaluations of the impact of the Young Enterprise Team project (2016, £18k; 2020, £25k). The latter project is led by ECR **Dimitrellou** as part of her researcher development, mentored by **Robinson** and **Moore**. The developing international profile of this research cluster led directly to the award of £114k for the Process and Impact inquiry into the Access and Inclusion Model (AIM), a social and educational policy for equity and inclusion in early education and care. This Project, commissioned by Department for Child and Youth Affairs, Eire, and led by **Robinson** is being delivered by a consortium including Mary Immaculate College (Ireland) and IFF Research (England).

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

4.1 Research Collaborations

UoA23 has developed research collaborations over the REF cycle which have contributed to sustainability within the discipline. iCeGS work extensively with partner organisations within and outside the HE sector on applied research projects, including work with the Universities of UWE, Sheffield, and Sheffield Hallam to deliver an OFFA project on the evaluation of outreach

interventions to widen access for under 16 year olds. This research has informed strategies for evaluating WP work with pre-16s.

iCeGS regularly work with national and international colleagues on research projects and publications, including multiple Erasmus+ projects such as 'Crucial Impacts on Career Choice', currently exploring career decision-making by young people within partner countries (**Neary, Moore, Blake**, with colleagues from Czech Republic, Spain, Greece, Denmark). The Centre, together with the Career Development Institute (CDI) hosts an annual researcher practitioner conference which showcases research from the careers sector and that of the centre's students. Facilitated by **Hooley**, iCeGS worked with Nordic colleagues to establish quality systems for the provision of careers support for young people in Norway. Staff have developed writing partnerships with colleagues in Ireland (**Hearne, Neary**, 2020), Australia (**Hooley, Rice**, 2019), Denmark (**Hooley, Thomsen**, 2019), Malta (**Hooley, Sultana**, 2018), and Pakistan (**Zahid, Hooley, & Neary**, 2020).

TVET collaborations have included evaluating the Department for Education (DfE) national pilot of industry placements with the Institute of Employment Studies, a partnership developed that led to further joint bidding. This cluster collaborates with TVET researchers at the UK national UNEVOC centre, co-authoring and co-bidding: the two groups worked together to develop an awareness of the Sustainable Development Goals among Derby College staff and students from disadvantaged areas through research-based training sessions in 2018-19. TVET's collaborative work engages with practitioners in further education: cluster members have led the East Midlands network of the Learning and Skills Research Network: a conference hosted at Nottingham College attracted participants from 9 FE Colleges and training providers.

iSEND collaborated with IFF Research to deliver projects for the DfE. These included large scale surveys and contingent qualitative work on education, health and care plans. The cluster has also worked with the DfE to develop a reformed approach to statutory assessment for pupils who have profound and severe learning difficulties, and is currently collaborating with Mary Immaculate College (Ireland) and IFF Research (England) to deliver the AIM project (3.1)

4.2 Relationships with key research users

Collaboration between iSEND members and Local Authority, School Leaders and national policy experts in the Derby Opportunities Area has resulted in a range of research projects and the development of productive and ongoing relationships with key users including policymakers and practitioners. The project has involved the delivery of a school improvement programme for SEND and inclusion to reach 66 mainstream schools in the City; a city-wide conference for SEND practitioners (held at the University) informed by research findings, and which led to the award of £40k additional funding for SEND training for SENCos in instructional leadership approaches. The TVET cluster networks closely with policymakers and other primary users of research in further education nationally, illustrated by membership of the Edge Research Review Group (**Esmond and Atkins**), Edge Islands group (**Atkins**) and Ofsted FE Research Reference Group (**Atkins and Avis**). The Association of Colleges, Association of Employment and Learning Providers, and Edge have invited presentations at national events and provided support for research bids.

Delgado-Fuentes (Childhood) has been named a member of the [Scientific Advisory Group for the Development of Early Childhood Education in Mexico](#). The Group is part of the newly created National Council for the Continuous Improvement of Education (MEJOREDUE), which aims to conduct research and diagnostic studies of the National Educational System, formulate requirements for funded educational research, and make recommendations to improve the National Educational System.

4.3 Public outreach, social media and engaging with diverse communities

Hooley maintains his own [blog](#) (over 7500 subscribers) and has recently launched a new [website](#) designed to build a social justice community around the ideas developed in his books *Career Guidance for Social Justice* and *Career Guidance for Emancipation*. These digital forms of communication create a global vehicle for outreach and dialogue with policy makers and

professionals. **Hooley** is a leading commentator on careers and labour market issues, and a regular contributor to national media including appearances on television (e.g. [Channel 5 News](#)), radio (e.g. [You and Yours](#)), podcasts (e.g. [the New Normal](#)), newspapers (e.g. the [Daily Telegraph](#)) and online news services (e.g. [Huffington Post](#)). **Hooley** also has an extensive profile in the trade press (e.g. [Times Higher](#), [FE News](#) & [WONKHE](#)), and is a regular contributor to careers practitioner focused publications (e.g. [Luminate](#); [Careers Matters](#))

Turner (with Francis (Swansea) and Smith (SHU)) has produced [#DryLabsRealScience](#) which has now hosted five national seminars on remote teaching in the life sciences. It has attracted a mailing list of 250 HE professionals in bioscience and biomedicine. The seminars have attracted 50-130 attendees, and the website has 12,500 hits from 32 countries. The work has been shared at the Bioscience Summit and [Advance HE](#) in the form of two blogs, and as an article for [The Biologist](#), published October 2020. Additionally, dissemination by **Turner** at a seminar for the Chartered Society of Forensic Science led directly to the establishment of [#RemoteForensicCSI](#) (with Nichols-Drew (DMU) and Bolton-King (Staffs)). **Turner** has also made an extensive contribution to Advance HE and the HEA based on his research into Teaching and Learning. Examples include [Assessment: The Game](#) (May 2020) and [Engaging Larger Audiences Toolkit](#) (2015). He is also (with Robinson, UoD) co-developer of the [Parklife Educational Boardgame](#) (Adrenaline Brush Ltd).

Both **Neary** and **Atkins** regularly provide input on projects to regional news and media outlets in relation to ongoing work. For example, **Neary** was interviewed by [BBC Radio Scotland](#) in relation to Career Management Skills (4.4) whilst **Atkins** has given radio interviews with BBC Radio Guernsey (01/07/2019) and IslandFM (January 2020) as well as interviews with local press (e.g. [Guernsey Press](#)) on her work with Guernsey College. Both also contribute input on their broader research interests to outlets such as [The Conversation](#) (e.g. 22/08/17); and [Business Network](#) (e.g. June, 2018).

McAllister and **Petronzi**, have produced a series of successful [children's books](#) based on Petronzi's research and addressing issues such as resilience and maths anxiety; wider scholarly and research collaborations include work to bring books to children with severe and profound learning disabilities. To achieve this, iSEND have worked with BookTrust and developed a collaboration with the charity *Openstorytellers* and The University of Kent, to provide inclusive book clubs for people with learning disabilities. This latter collaboration (led by **Dent** at UoD) is working to produce adapted multi-sensory versions of contemporary fiction accessible to young people with severe learning difficulties.

4.4 Contribution to sustainability of the discipline – interdisciplinarity, responsiveness to national/international priorities

Interdisciplinary work features in this submission, specifically the Low-Carbon and Gatsby Benchmark projects, delivered collaboratively by iCeGS and UoD Business School, and work on Maths Anxiety (**Petronzi**) conducted collaboratively with colleagues in Psychology. This has provided opportunities for ECRs (**Staunton**; **Petronzi**) to develop their research profiles whilst working on collaborative and interdisciplinary projects. Within TVET, **Esmond's** (2017, 2018, 2020a, 2020b) work on the facilitation of learning and hybrid forms of professionalism at the boundaries of education and the workplace has directly addressed the highest priorities of English and international TVET policy, explaining how these have variously sustained, undermined and extended educational practice. Ongoing and interdisciplinary work also includes the UoD funded 'Motherhood Diaries' project, involving **Simmons** (ECR) from Education, and colleagues from four other UoD Academic Departments, as well as work with the Careers and Enterprise Company to create a paraprofession of career leaders. iCeGS portfolio provides multiple examples of impactful response to national priorities. Particularly noteworthy is a 2010 commission to develop a Career Management Skills (CMS) framework for Skills Development Scotland (SDS) (**Hooley**, **Neary**). The Framework was to offer an innovative approach to the delivery of careers services adopting an educative paradigm rather than a traditional counselling paradigm. The CMS framework would support all Scottish citizens to develop skills, knowledge and behaviour that would allow them to effectively navigate a changing world of work. The Framework is the centre point of SDS' all age

provision and is integrated within all modes of delivery, face to face, group and web. In 2020 SDS published a new careers strategy (SDS, 2020a) which maintains the central role of the CMS framework in their delivery model. Allied with this is research (SDS, 2020b) which demonstrates that young people who develop CMS competencies achieve positive destinations from school.

4.5 Indicators of Wider Influence

Editorial board memberships

These reflect the expertise within each research cluster. For example, three members of the TVET cluster (**Atkins, Avis, Esmond**) sit on the Editorial Board of *Journal of Vocational Education and Training*, the most prestigious UK-based international journal in the field of vocational education; **Esmond** and **Avis** are also members of the Editorial Management Committee for this journal. **Avis** is a member of the editorial boards of 5 other prestigious journals and **Atkins** 2 others. **Robinson** (iSEND) is Executive Board Member and lead editor for Education and Employment for *British Journal of Learning Disabilities*, whilst **Neary** (iCeGS) is Book review editor for *British Journal of Guidance and Counselling*; **Hooley** also sits on the editorial board of the same journal. **Forman** (HERN) is a member of the editorial boards of *Medical Teacher* and *Journal of Interprofessional Care* amongst 3 others.

Peer reviewing

Colleagues within the UoA undertake peer-reviewing for a range of international research councils. These include ESRC College of Peer-reviewers (**Avis, Esmond; Hooley**); Swiss National Science Foundation (**Atkins, Avis**); Carnegie Research Assessors Scotland, National Science Center, Poland (**Avis**); Netherlands Organisation for Scientific Research (Dutch Research Council) (**Esmond**) and Network for Innovation in Career Guidance and Counselling in Europe (**Neary**). Colleagues forming part of this submission also review for in excess of 30 eminent peer-reviewed journals, including, for example, British Educational Research Journal, British Journal of Educational Studies, Oxford Review of Education; Journal of Curriculum Studies; Asia Pacific Education Review; Journal of Vocational Education and Training; International Journal for Research in Vocational Education and Training; International Studies in the Sociology of Education; Medical Education.

Honorary Positions

Hooley (Professor II at the Inland Norway University of Applied Sciences, Chair of the Adviza Board, and Visiting Professor at Canterbury Christ Church University); **Avis** (Professor Emeritus, University of Huddersfield); **Bowers-Brown** (Visiting Professor, London Metropolitan University, Centre for Equity and Inclusion), **Forman** (Adjunct Professor at Curtin University, and Auckland University of Technology) and **Atkins** (VRF, University of Huddersfield, 2014-2019) have all held honorary positions during the current REF cycle.

Keynote Addresses and Public Lectures

IoE staff are recognised experts in their fields, and as such regularly invited to contribute keynote addresses and other high-profile presentations to a wide range of audiences. For example, **Hooley** has given public lectures at, amongst others, the Hong Kong Baptist University (2019) and University of Melbourne Centre for Vocational and Educational Policy (2019). **Avis** is regularly invited to give high profile keynotes (e.g. Universität Rostock 2017; AVETRA 2015). **Neary** has given invited keynotes on a range of topics including continuing professional development, professional identity, career management skills and critical reflection globally. Selected examples include NOLOC Conference, Hertogenbosch, Netherlands (2019), Euroguidance Annual Conferences in Serbia (2019) and Copenhagen (2017), Universitat Pompeu Fabra, Barcelona (2016), Athens University of Economics and Business (2016). Similarly, **Esmond** has given an invited lecture and research seminar series at University of Cologne (2018), and a presentation at Westminster Education Forum (2017); **Atkins** has given Keynote addresses including 'Higher Vocational Education in Times of Uncertainty' in HIVE-PED ESRC Seminar Series, University of Greenwich (2016).

External Examiner appointments

External examiner roles are encouraged as a means of personal development and sharing good practice. Hence a significant number of staff, representing all research clusters, and including those with and without SRR, hold external examiner positions for undergraduate and post-graduate taught programmes up to and including professional doctorate level. UoA staff are also in significant demand internationally and nationally to act as External Examiners for Doctoral candidates. International examples include **Robinson** (Rhodes University, South Africa, 2019); **Esmond** (Griffith University, Queensland, Australia, 2019; University of Fort Hare, Eastern Cape, South Africa, 2020); **Neary** (University of Southern Queensland, 2020) **Atkins** (Victoria University of Wellington, New Zealand, 2020, Federation University, Australia, 2018). National level indicative examples include **Avis** (Sheffield, 2019; Huddersfield, 2019; Lancaster, 2020; Worcester, 2020); **Poultney** (Northampton, 2018; Roehampton, 2018; Nottingham Trent, 2017; Brighton, 2015); **Atkins** (Sheffield, 2020; Durham 2019, University College London 2019); **Radford** (Roehampton University, 2018; Plymouth, 2017) **Neary** (Glasgow, 2016; Canterbury Christ Church, 2019; Salford, 2020) **Robinson** (Southampton, 2019; Worcester, 2019) and **Esmond** (Bedfordshire, 2017; Nottingham 2019; Roehampton, 2020).