

**Institution:** Middlesex University

**Unit of Assessment:** 23

## **1. Unit context and structure, research and impact strategy**

### ***Overview***

Since our founding institution, St Katherine's College, opened in 1878, the Education department at Middlesex has been central to the university's history. St Katherine's concerns with gender, the interdisciplinary arts and professional practice, particularly pedagogy, have remained the core focus of practice-led research and teaching for Education ever since.

For REF 2014 and earlier RAEs, our education research staff were entered into other UoAs, but the strong development of our research profile led to the decision to make a separate Education submission in REF2021. This submission provides the opportunity to demonstrate our distinctive problem-based approach reflecting our interdisciplinary and transdisciplinary praxis. We have created new conceptual, theoretical and methodological innovations that move beyond disciplinary boundaries, acknowledging and capturing interdisciplinary complexity. Since REF2014, the department has consciously invested in growing an educational research culture from the bottom-up, hence our small but robust submission of 15.2 FTE Education staff.

Deconstructing professionalism ties the entire Education Unit together. As educational research and policy in early childhood, citizenship and inclusive education have become increasingly complex and multidimensional, the strong potential for transdisciplinary research has become apparent. Such research holds the potential for the definition and analysis of issues that transcend traditional boundaries between academic disciplines, academic and non-academic knowledge production, and different domains of society. There is evidence across the Unit of original contributions to research knowledge, such as drawing on non-western, holistic or metaphoric theory; posthumanist; feminist, post-structuralist approaches to problematisation and deconstruction, and by developing innovative research methods, such as affective methodologies and transdisciplinary, ethno-autobiographical and digital innovations for multimodal research.

### ***Research and Impact Strategy***

Prior to REF2014 the department had a strong Continuing Professional Development (CPD) and Knowledge Transfer (KT) profile. However, it became evident that in line with our University strategy, that research-led teaching needed strengthening. Immediately after REF2014 a period of consolidation focused on nurturing areas of strength. The Unit's subsequent research strategy reflected that of the University (2017-22, REF5a), with its commitment to develop research and practice as twin elements. The strategy

encourages research related to our professional practice, the use of our research in teaching, and the development of research-informed pedagogy. To achieve these outcomes, the decision was taken to invest in professorial and research-active staff appointed to a new Centre for Educational Research and Scholarship (CERS). In 2014 CERS was initiated with the appointment of a full-time research Professor (**Gibbs**) to formalise, take research forward and oversee strategic investment of resources. This has enhanced education research practice, widened exposure, increased research outputs, facilitated significant increases in research funding and impact. Evidence for this is provided in the Impact Case Studies and the following text.

Professor Gibbs was initially recruited as Director of Research and the first Director of the Centre for Education Research and Scholarship (CERS). His recruitment was of strategic benefit to the UoA due to his international reputation based on academic outputs from 20 books and more than 100 academic articles and chapters on topics ranging from transdisciplinarity to the marketing and philosophy of HE.

By 2015, Prof **Gibbs** led research in the department supported by the new Director of CERS (**de Rijke**) and a dedicated research assistant (**Elwick**), who supported proposals, bids, research events, such as seminar series organisation, and website development. The CERS Action Plan enabled every staff member within the department, regardless of their research status, to develop at least one published output. This was achieved through allocating resources to support staff and students to complete research degree programmes and to produce publishable outputs.

CERS provides capacity building in academic writing, research methodology, conference attendance and research grant application. These concerted initiatives have enabled us to raise the profile of research across the department, supported by the creation of research groups (see below). The appointment of senior academics (eg **Gibbs, Osgood, Jerome**) enhanced the department's capacity to recruit and support doctoral and post-doctoral students and staff, to grow a vibrant research culture as an inclusive community, with firm institutional backing and on-going investment to develop capacity, with the following key aims:

1. *to develop capacity to support the application of research by increasing the overall number of active staff who can produce high quality outputs*
2. *to support students and staff to complete doctoral studies with all new part-time students completing in 4 – 4.5 years and full time in 3 – 3.5 years*
3. *to increase bidding for RKT grants and contracts in order to increase revenue and develop support strategies within CERS*
4. *to audit and review our research and practice strengths annually to ensure we can utilise them effectively in seeking to diversify KT and increase income.*
5. *as a consequence of 1-4, to develop CERS to support a high quality submission for an Education UoA in the 2020 REF.*

These were informed by the following goals:

1. *Build a sustainable research culture that provides an accessible, supportive and energising environment for researchers at different career stages*
2. *Involve the UG and PG student community in research that informs and enhances the curricula and teaching of the university and partners*
3. *Improve the quality, national and international reach, and impact of our research*

Interdisciplinary research activities are organised from CERS through a number of Special Interest Groups (SIGs), focused on the following themes:

**Theme 1: *Childhood and Society (C&S)*** led by Prof **Osgood**.

This SIG aims to promote critical debate on practices and theories shaping education, welfare and lives-lived by children in contemporary societies. The network comprises researchers working across a broad spectrum of topics and published outcomes, including: theories of childhood; children's everyday lives at home, school and in communities (**Osgood**); children's engagements with play, art (**de Rijke**) and digital technology(**Harding; Sakr**); and cultures of childhood, rights and participation (**Barker; Robertson**). The C&S SIG is committed to critical research that recognises the complexities of contemporary childhoods, exploring them through theoretically-driven intellectual projects, empirical research and evaluation projects, as exemplified by the Impact Case Study concerning research-informed approaches to addressing gender inequalities in childhood contexts. C&S has many national and international partners, such as a formal affiliation with the Leadership in Early Years Education Research Interest Group (BELMAS) to co-investigate the role of leadership in a post-Covid context and the outlook of the sector more broadly.

**Theme 2: *Professional Education Practice (PEP)*** led by Ass. Prof **Jerome**.

This SIG is aimed at professional educators in teacher education, nurse education and social work education. It aims to explore the theory and practice of the education of professionals in university and the workplace; analyse policy regulating and framing professional education; develop inter-professional comparative perspectives on professional education; and explore the connections and tensions between university and workplace elements of professional education. The PEP SIG works across the School of Health and Education involving staff running academic programmes and managing partnership processes, and offers colleagues, students and members of our partnerships the opportunity to share their doctoral research. Publications related to the SIG include aspects of school pedagogy (**Jerome & Elwick**; see Impact Case Study on the Prevent Duty), the emotional labour of EY practitioners (**Morris**) and comparative analysis of mentor frameworks across professions (**Jerome & Brook**).

**Theme 3: *Higher Education and Transdisciplinarity*** initially led by Prof **Gibbs** and now by Ass. Prof **Maguire**.

This SIG researches higher education concerning its fundamental epistemology, its value and its teaching practices. It has run international conferences on topics such as truth, values, hope and transdisciplinarity. Each of these conferences has attracted participation from world renowned academics (e.g. Ronald Barnett, Peter Maassen and Basarab Nicolescu for example) and academics from all the continents of the world. These events have led to increased level of engagement of staff with the five core areas of its endeavour: policy and history; teaching, learning and transdisciplinary practice; higher education purpose and identity; investigated through anthropological, sociological, philosophical, and transdisciplinary lenses. Its members hold visiting professorships and research fellows outside the University the UK, Australia, Hong Kong, USA, Brazil, the Caucuses and in Europe, making international keynote conference presentations. A highly successful stream of research has been with Transdisciplinary(TD) and its application in education, includes the production of four edited books on subject with, according to the publisher, Springer, over 45,000 downloads. The research has also informed world leading transdisciplinary doctoral and master programmes.

With published outcomes by **Gibbs, Elwick, Maguire, Ryder**.

**Theme 4: *Work and Learning*** (SIG) led by Prof **Costley**

This SIG undertakes research in professional practice and change in work. It engages in practice-based research and knowledge co-creation between the University and the public, private and voluntary sectors. It leads, nationally and internationally, in practice-based research and learning in work and is a key constituent of the MU excellence in innovation in research and development in professional learning, with publications by **Boud, Costley, Nottingham and Eastman**. Its research covers: approaches to pedagogy and curriculum development for work-based learners and professional practice researchers, including learning interventions within the workplace; the study of process and underpinning frameworks that enhance and embed organizational and individual learning in the work place to improve performance and impact; frameworks for conceptualizing change in work and innovative and responsive methodologies for practitioner-research; theoretical and ethical aspects of Practice-Based Studies; and approaches to Change and Development in Work, and Policy and Work Based Learning.

The boundaries of each SIG are intentionally permeable. Collaborative engagement and interdisciplinary research across groups and disciplines has emerged organically but has been consistently and actively encouraged. Researchers are frequently members of multiple groups, which ensures on-going cross-fertilisation of ideas and synergies that enrich each SIG, and the department more widely. As a result of the sustained work of CERS, and the leadership and support of the senior management in the department over the past five years, research activity has been unprecedented, with a now-vibrant research culture, already meeting many of the aims and objectives initially set out. From a department that was previously focused upon teaching and practice, we have moved

to one where 21 now have doctorates, and every academic staff member, even where not designated as a researcher, has produced one published reviewed academic artefact.

Through a clear vision, collective commitment, and a willingness to be adaptive, CERS has established a thriving and sustainable environment in which research will continue to flourish. Our mechanisms are in place to support the research further focused on Early years, professional practice and transdisciplinarity. CERS will continue to develop its research culture through sustained SIG activities (currently online), active support for colleagues to undertake research and scholarly activity, and building our profile within and beyond Middlesex, in order to secure greater impact.

### ***Research integrity***

Research integrity is expected in all research activity at Middlesex, whether carried out by staff or research students. The University complies with the Concordat to Support Research Integrity. Given compliance with the concordat to support research integrity is a condition of grant receipt in English institutions, we reach compliance by, for example identifying a named safeguarding contact when talking to children, DBS disclosures, and working with teacher colleagues to ensure they consider the tensions arising from insider-researcher roles. All Unit research staff are ORCID registered and are seeking to engage with the open data agenda, through integrating examples of openly accessible research data in future projects, such as **Jerome** et al's British Academy funded research for the deliberative classroom with data extracts available online and embedded in workshop resources.

Enhancing ethical standards training is identified as a pan-university priority, and in pursuit of this the Unit has acted as a leader for the university, committed to connecting the broader development of students and staff to creating a culture for research ethics and integrity that asked rigorous questions about honesty, transparency, communication, care, respect and accountability. Thus, having worked together to strengthen the integrity of university systems for research ethics approval, we uphold high standards of rigour and integrity in all aspects of research from undergraduate projects to principal investigators, conducted according to appropriate ethical, legal and professional frameworks, obligations and standards. Such practices include audits of researchers to learn from their practices in the field after they received approval from the Ethics Committee, and audits of module practices where assignments include aspects of data collection (e.g. observations on placement). We continue to review this as a standing item for all CERS meetings and offer feedback to wider university practices.

## 2. People

Research management is operationalised through the Research and Knowledge Action Plan which is reviewed annually and updated as appropriate throughout the year. The Education Research and Knowledge Transfer Strategy reflects the vision and objectives outlined in the School of Health and Education Strategy. All staff are encouraged to apply their research interests to develop activities leading to impact that contributes to the development of Education policy and practice and have wider impact on society. The integration of research and KT has a synergetic effect on our activities and thus is actively encouraged, supporting funds made available to the department to fund research and scholarship activities.

The Director of CERS is supported by a committee that includes the Head and Deputy Head of the Education department, which ensures departmental leadership incorporates knowledge of the research environment, and supports the development of researchers. CERS is structured on a model of collaborative management: all roles and responsibilities are shared, taken for designated periods of time, and flexibly adjusted according to work programmes, individual needs, skills and interests. Following an initial period of single Directorship to ensure stability, current directorship operates on a rotational basis for six monthly periods with a next-in-line deputising; thus, all members of the CERS management team are well-versed in all operational aspects of the centre. This positive strategy ensures sustainable, equitable experience of leadership, shared, collaborative knowledge of the centre's management, and fair distribution of decision-making and workload.

All Departmental staff, whether on Research and Teaching pathway (submitted here) or the Practice and Teaching pathway, are encouraged to engage with our research culture. Some form of active engagement in research is viewed as part of everyone's career progression, including graduate and postgraduate researchers, staff on teaching and research, research or teaching only contracts, and professional support staff. All staff registered on research programmes (PhDs/DProfs) attend research methodology seminars and regularly present their work to research communities. All staff with doctorates are expected to undertake University training to enable them to be actively involved in supervision and examination.

In line with the University COP all staff on R&T pathways are submitted. Of all eligible staff submitted, 3 are Professors, 5 Associate Professors or Principal Lecturers, 5 Senior Lecturers, 2 Lecturers (also defined as ECR). Of the 15 with significant responsibility for research, the ratio of academic to senior management academic is 4:1; for gender it is female 2:1 with an even age spread (7 aged between 31-50 and 8 between 56-66).

Education's inclusive staffing strategy over this REF period has comprised:

1. **Gibbs** appointed as Research Director (2014) and now an active emeritus professor of Middlesex University, holding visiting professorships at three universities in Australia, Azerbaijan and Georgia.



2. In 2015, a Professor in Childhood Studies (**Osgood**) appointed, whose principal role was to further build research capacity.
3. In 2017, Professor Carol **Costley** joined the department, whose reputation leading Work and Learning research has had an international impact. Bezerra et al (2020) describe her team at Middlesex as having a leading role in WBL research based on data bibliometrics and network analysis, with **Boud** as international leader in the field.
4. Recognition that the Unit needed to strengthen capacity having invested in research-focused Professors (**Gibbs, Osgood, Costley**), through releasing research leaders (**Jerome, Robertson**) via reduced teaching loads (**de Rijke** 0.5 release to lead CERS) and appointing research assistance (**Elwick**); all of whom are returned in this submission.
5. Moving staff from practice into research, via a policy encouraging and supporting staff doctorates. The Department Head has biannual discussions with staff working on doctorates, advising them on and finding opportunities for research leave. This is a means for staff to take ownership of their career as well as to monitor and report on their engagement in research activities. All staff are allocated 20 days 'scholarly time' as an integrated part of their work programme.
6. Supporting early career researchers and less experienced members of staff by providing encouragement and structured support (such as group conference attendance) and twice-annual open research funding applications for conferences, support with transcribing, etc.
7. By 2015, specific targets for research activity were introduced to annual staff appraisals. Staff are now regularly advised on the research activities likely to raise their profile, impact and measures of esteem, routes to academic publishing, ranking of published outputs, and so on. There is now an explicit expectation for all staff to be actively engaged in research activity on an on-going basis, which is actively supported and regularly monitored.
8. CERS established a variety of stimulating and developmental events for staff and students to engage with research such as regular seminar series showcasing research and nominated speakers from across the department. The seminars welcomed staff and students from across the university and were available to partners such as teachers and other professionals.

All researchers are actively welcomed into the Education research community and made aware of policies and practices relevant to their position. The university and department have clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions, and the diversity of personal circumstances. Annual appraisal with a chosen mentor is an opportunity to discuss the development of staff research and professional identity, support needed to achieve their goals and broader leadership skills. Examples of mentoring and career management success include those joining as ECRs: **Elwick**, promoted from RA to Lecturer and Ethics Committee Chair; **Sakr**, promoted from Lecturer to Senior Lecturer and now university Governing Board member; **Gholami** gaining experience of running doctoral training as Lecturer, now Head of Department at University of Birmingham.

***Equality, diversity and inclusion***

Of all eligible staff FTE submitted, 22% are Professors (66% women), 20% Associate Professors/Principal Lecturers (90% women), 46.6% Senior Lecturers, 6.6% Lecturers; it is a diverse group with 66.6% women, 6% non-white; 20% of non- British origin. In Education, women make up 53% of the active researchers, and 80% of Professors. The university is steadily rising in the Stonewall Workplace Equality Index (165<sup>th</sup> of 503 in 2020) and is committed to improve everyone's experiences of diversity and inclusion at work.

Improving BAME staff figures is a goal for the university and unit, as diversity is a characteristic of our community and a key part of what the University strategy describes as 'a values-driven culture'. Recruiting research staff is open, transparent and merit-based, and has attracted excellent researchers, using fair and inclusive selection and appointment practices. The university is currently working towards the Race Equality Charter, and, as part of the university's Anti-Racist network, Unit staff **Robertson** and **Fretwell** are supporting the university to achieve this aim by leading a project on decolonising the curriculum. In the summer of 2020 this process started with a BAME student and alumni panel featuring contributions from PhD and Masters students drawing on their research.

In preparation for the REF, the Education UoA received an EDI principles document from the Equality and Diversity Panel on selecting REF outputs, REF staff selection panels received unconscious bias training, and the entire selection process was open and transparent to those submitting, plus all department staff. As with the wider university, research is considered an inclusive activity, not one only carried out by people classed as 'researchers', with different terms and conditions of employment, or opportunities for research. All staff are engaged in an inclusive process of research enquiry. Research is thus inclusive as a *process* and not just in principle. The Unit ensures fairness in the allocation of time and resources among its members, to our grant application process, subsequent research process, and the dissemination of research. All staff with 'significant responsibility for research' have been given the opportunity to be included and have informed the selection process as authors, which was considered with shared selection criteria (authorship, output type, journal and reviewer rankings).

It is a pan-university priority to ensure new appointees are given effective and ongoing training in relation to equality, diversity and inclusion, wellbeing and mental health. As a significant proportion of our research output is on matters of equality, diversity and inclusion, we have used every opportunity to put these practices into our work, such as three Education staff sitting on the PREVENT committee as university academic reps to ensure the duty aligns with research integrity and freedom of expression. This is demonstrated by the submitted Impact Case Studies featuring Gender Equity (**Osgood**) and the PREVENT duty and its problematics (**Jerome et.al**).



The CERS committee is partly responsible for ensuring that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and that they are well-communicated to researchers and their managers. As the Head of Department attends CERS meetings, this is regularly checked and acted on. In addition, an on-going commitment to promoting good mental health and wellbeing is achieved through effective management of workloads and people, including providing rapid and appropriate support for any reported issues. These include flexible working requests and other appropriate arrangements to support research progress, such as release from teaching for short periods. This is now standard practice given the Covid 19 situation.

### **Research students**

As this is our first UoA23 submission and staff submitted to Education this time were submitted to other UoAs in 2016, PGR students they supervised do not appear in UoA23 HESA numbers.

	2013-14	2014-15	2015-16	2016-17	2018-19
<b>Research doctoral degrees awarded by academic year</b>	2	6	7		2

Education has MA research pathways in: Education, Higher Education, Leading Inclusive Education, Childhood and Education in Diverse Societies, Translation, and PhD, DProf and PhD or DProf by Public Works doctoral routes. Doctoral students include 2 funded by PhD bursaries, 5 co-supervised with staff in other departments and 4 international students studying abroad (Oslo University, Norway, and University of Turku, Finland). In 2016, Education had 6 staff supervising research degree students, and by 2019-2020, 13 supervising 47 doctoral students overall; effectively more than doubling previous output.

DoS PhD completions	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
P.Gibbs			3	1	1	1	2
C. Costley			1				
V.deRijke			1		1	1	1
L.Robertson	1				1		1
J.Osgood						2	1

DoS DProf/EdD PhD/DProf PubWks completions	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
P.Gibbs	2	2	8	1	1		

K.Maguire	4	5	3	1	2	4	
C. Costley			1		1		
C. Eastman				1			1
V.deRijke	1	1	1		1	1	2

An analysis of all PG students registered across all research pathways above indicates that the proportion of BME students has risen from 33% to 40%, and the proportion of women has risen from 41% to 56% during this period.

### ***Research impact and reputational capital harnessed in the service of researchers***

In addition to university PhD development, transdisciplinary DProfs as research degrees have been established directed at the professionals' market, thus engaging actively with the community. Organisations often support this programme as a form of career development for employees, who benefit through research, communication skills and networking opportunities. Examples include: establishing a new approach to belonging and inclusion in Investec Ltd; increased uptake in sound enhancement to preserve Cantonese Opera; dealing with problem gambling among youth of Hong Kong; establishing a new foundation in New York to promote the rights of the child.

### ***Researcher Development Strategy***

All staff have been actively supported to develop their research skills and profiles through a 'Rewards & Incentives' scheme. Initially funding was made available to support early career researchers to present education research at conferences and take opportunities to network across research communities. This was an important first stage in a strategy to raise confidence and disseminate research findings. The second stage of this strategy prioritised publication-related support, so that by 2018, there was a stated expectation that staff were required to publish the work presented at conferences in journals and other high quality outputs (with the support of CERS researchers through writing workshops and mentoring). This strategy of investing in Early Career Research staff, as well as nurturing excellent doctoral students has led to a series of collaborative first publications (e.g. **Allen, Burghardt, Harding, Patel, Scollan, Wilson; Ryder, Lazar, Barnaby**) new teaching appointments (**Elwick**) and doctoral research collaborations, (e.g. **Osgood** with **Mohandas**; **Robertson** with **Kessler-Singh** and **Corrado**).

A core aspect to growing our research culture was the development of research students through targeted research training, which was specifically designed for the practitioner-researcher. From 2014, training consciously built upon practitioner skills to undertake research in professional contexts. In tandem, CERS launched staff

development sessions on topics such as preparing grant applications and writing for publication. CERS facilitated a range of events for staff and students designed to provide access to some of the most prominent thinkers in the field of education (e.g. Professors Stephen Ball, Nell Noddings, Karin Murris). CERS has also consistently showcased staff and doctoral student research across SIG seminars. ECR staff have been actively supported to present their research at conferences, engage in Summer symposia as teacher-researchers, and gain experience with conference presentation and writing collaborations.

From 2015-16 CERS Research Methods Workshops, led by **Gholami**, formed part of a three-pronged CERS Researcher Development Programme, focusing on a wide range of issues relating to methodology. These sessions covered topics such as Epistemology, Research Questions and Design; Ethics; Power, Representation and Reflexivity; Teachers as Researchers; Ethnographic Research; Qualitative/Quantitative Analysis, Arts-based Methods of Research; Participant Observation; Interviewing; and Multimodality. From 2017, the doctoral development strategy shifted under the leadership of **Osgood**; it was renamed 'research support' to indicate a more inclusive approach and move away from the narrower idea of training and skills acquisition. The success of these Research Methods Workshops continues as most of them have been adopted as part of the university-wide Research & Knowledge Transfer Office doctoral training programme.

**Research support is comprised of 5 taught/blended components and 3 research student opportunities:**

1. Digital development material

Education researchers (staff and students) collaborate and interact with those from other disciplinary fields fostering greater communication and synergies across the university, representing an important mechanism for researchers to share their expertise, not only across disciplines, but to students located outside the UK (eg on Malta and Mauritius campuses) via the delivery of webinars.

Training for leadership, chairing, supervising, and examining research degrees has tripled since 2014 with 15 supervisors, 124 doctoral completions within the REF period, and 96% overall satisfaction in PRES results. At the chalk face, integrating research and knowledge exchange has become a core feature of our teaching and learning environment to the benefit of students and staff. We have instigated a raft of initiatives to support research staff and students from mock transfer panels and viva examinations, to coaching and mentoring arrangements, to research surgeries and other drop-in events.

2. Regular research development seminars and conferences

Since 2014 the two annual and university-wide conferences have become firmly established in the CERS calendar of events; and at the *Research Students' Summer Conference* (RSSC), all doctoral students were expected to participate initially by

presenting a poster and later a paper, and supervisors took on the role of chairs and judges. The 2019 RSSC Conference was jointly chaired by **Robertson**.

### 3. Research support groups

Since 2017, Education has delivered a bespoke and targeted form of research support to early career researchers and doctoral students in addition to the research development sessions outlined above. **Osgood** introduced timetabled 'Research surgeries' to provide one-to-one, tailored support on specific issues that individual researchers encounter. The availability of seasoned and expert Education scholars was recognised as an important means to support those newer to research to navigate a range of opportunities from addressing reviewer feedback on journal submissions, preparing grant applications, to submitting abstracts in response to open calls.

### 4. Supporting the supervision of research with established professionals

The doctoral programme at the Institute for Work Based Learning (DProfs) established the first fully integrated training for supervisors working with established professionals in the university (lead **Maguire**) complete with supervision guides for supervisors and candidates and presentations open across the university, e.g. 'The challenges of research and publishing in learning and teaching in higher education' (**Boud**).

### 5. Research mentoring

A complimentary form of research support is made available to staff through a mentoring programme instigated by **Osgood**. Again, early career researchers have access to the knowledge and expertise of more established scholars through regular mentoring. Through this process mentees are encouraged to map out personal plans for research (publications, dissemination, grant applications etc) and with the active support of their mentor are supported to realise their ambitions. This clear and structured form of support has been embedded into the appraisal system and has therefore been very effective at ensuring staff are focused and well supported to achieve realistic research goals.

The needs of Education researchers are regularly monitored via the CERS management committee, via supervisor and mentor session feedback, which ensures that the support provided is both appropriate and effective. Colleagues have requested additional opportunities to engage with peers about developing as researchers, and for more taught sessions. Some of the responses include a whole department workshop on "Writing a Journal Paper in Seven Days, (**Osgood**); Professor Murris (University of Cape Town) delivered a workshop on posthumanist approaches to childhood studies; and one-off sessions (e.g. mock transfer panels and vivas) are also provided to individual students whenever the need arises.

CERS has worked tirelessly to cultivate a vibrant research culture within which doctoral students are invited to contribute in the following three substantive ways:

## 1. Presentations

Students present their research at regular departmental research seminars organised by the departmental SIGs. These events take place typically once a month during term time.

## 2. Publishing

Research students are actively supported by their supervisory teams and fellow research students to consider ways in which to develop their ideas for writing; students write in a range of outputs with varying audiences in mind, often in collaboration with their supervisors, examples in addition to our submission include:

**Osgood, J. and Mohandas, S.** (2021). Figuring gender in M.Tesar (Ed) *Sage Handbook of Global Childhood*; **Elwick, A., Osgood, J., Robertson, L.H., Sakr, M. & Wilson, D.** (2018) In pursuit of quality: early childhood qualifications and training policy.; **Osgood, J. and Mohandas, S.** (2020). Reconfiguring the 'Male Montessorian.' *Early Years*; **Corrado, E. W. and Robertson, L. H.** (2019) Challenging Negative Perceptions around the 'African Child'. In **Scollan, A. and Farini, F.** (Eds.) *Childhood in the Mirror*; **Kell, E.** (2018) *How to Survive in Teaching*; **Burghardt, V., Barnaby, B. and Robertson, L.** (2015) All about... multilingualism & critical thinking. *Nursery World*.

## 3. Teaching

Research students may teach up to 6h a week and typically conduct seminars and supervise undergraduate dissertations. For example Sid **Mohandas** (supervisor **Osgood**, PhD on-going) has contributed to the teaching on the MA Childhood and Education in Diverse Societies, in 2020; Sarah **Vipond** (supervisor **Osgood**, PhD ongoing) teaches regularly on BA Early Childhood Studies programme; Anthony **Meehan** (supervisor **Robertson**, DProf ongoing) and Andrew **Dykes** (supervisor **de Rijke**) have given guest lectures for FdA teaching and Learning students, and BA Teaching and Learning student cohorts in 2019-2020; Arif **Mahmud** (supervisor **Sakr**, PhD awarded in 2018) and Evelyn **Corrada** (supervisor **Robertson**, PhD awarded in 2020) both taught as hourly-paid lecturers on BA Education Studies and BA Early Childhood Studies programmes and supervised undergraduate dissertation students between 2016-2019. Since then they have both gained permanent posts in another London university.

## 3. Income, infrastructure and facilities

### Research income

Our explicit funding strategy thus has 3 prongs:

- (1) senior CERS researchers continue to bid for research grants linked to Unit strengths,
- (2) provision of seedcorn funding for strategically selected initiation projects with a view to bringing funders on board later (as seen in the TCTV project),



(3) encourage new ideas through a twice-annual open call to our research and scholarship fund.

Across the REF period the UoA has been successful in achieving modest but consistent research income. Key sources have been UK charities and there has been an important international dimension through the EU and overseas sources, reflecting the importance placed upon international collaboration. 4 1.2% of grant income came from projects with at least one non-UK partner, such as the Unit's 2014 Erasmus+ Key Action 2 (KA2), Strategic Partnerships Project: *Interactive dual language immersive learning space* - €261,317.

Having bid in excess of £3million with a 41% success rate, the table below demonstrates the competitive and precarious research funding landscape for education research over the REF period (43.8% of successful bids totalling £649,308 from EU and 19.2% overseas bodies and charities).

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	TOTALS
Total research income (£)	138,460	12,304	121,404	33,550	54,666	107,129	467,513
OST research councils	2,789	0	0	0	2,871	6,489	12,149
UK Charities	20,263	6,335	40,375	10,906	7,096	1,842	171,792
EU Gov	93,711	10,056	19,055	-1,016	6,979	0	128,785
EU Charities	0	0	0	0	9203	58888	15,091
Overseas	20,895	132,83	15,602	24,804	9,017	39,910	123,511

Examples of success include **Bravenboer's** national funded research projects which include a consortium led by Middlesex University with **Gibbs** and **de Rijke**, Sheffield Hallam, Staffordshire Universities and the University Vocational Awards Council (UVAC) (£99K) from education charity Edge Foundation's 2018/9 grant fund for research into degree apprenticeships. A major report ('Sustainable Degree Apprenticeships' 2020) includes 18 recommendations to inform professional bodies and major government policy initiatives on apprenticeships and skills development. This research and impact builds from 'Work-integrated Degrees: context, engagement, practice and quality' (2016), 'Certifying and Accrediting the Current EASO Training Curriculum' (2016) funded by EASO (£42k) 'Professional Practice in Coaching' (2015), funded by Nationwide Insurance, 'Accelerated work-based degrees in the creative industries sector' (2014-2015), funded by HEFCE/Creative Skillset (£35k).

In a difficult climate, we are proud of our successes such as £50,000 DfE funding to **Jerome** and the Association for Citizenship Teaching (ACT) in 2018-19 for 'The

Deliberative Classroom' and a £10,000 British Academy grant to **Jerome** to research its impact. This collaboration led to a recent 2020 award of £2.7m for an active citizenship programme across schools. Jerome will be the PI for the research and evaluation work package, with a total value of £320,000 over 4 years. This work is integrally bound up with the development of the national programme for schools and so will secure impact on practice through the project. It will also provide opportunities for colleagues to join smaller projects within the programme (eg **Fretwell** will collaborate on a young activists' project). Additional bids will be submitted as the programme develops and the evidence builds to indicate areas for further work.

#### *Research investment performance*

KE supports research by generating income so we can develop the research activities of the department beyond designated researchers to build our ethos. The table below shows the KE income generated and the amount of funds made available to the Education department to fund research and scholarship activities. This research and scholarship fund is open to all members of staff, and has been variously used to help with transcription, data collection, buying equipment and funding for travel and conferences. It has helped enable every member of the department to publish.

#### **KE and Research income**

Year	KE income	Research & Scholarship fund
2014/15	£517,962	£30,789
2015/16	£521,428	£18,228
2016/17	£728,845	£68,736
2017/18	£550,000	£67,000
2018/19	£845,000	£22,000
2019/20	No figures available	

#### **Research income generation strategy**

Strategic ambitions for research are set by Faculties once REF2021 results are known, and subsequently used to determine research income for the next 5 or 6 years. The Unit is supported by the Research Knowledge Transfer Office (RKTO). During the REF period both the RKTO and CERS have produced funding portals with support tools, early notice of opportunities for competitions and tendered research opportunities. CERS staff will continue to bid for research funds through these pathways, but is also developing an alternative strategy of nurturing specific projects.

Our current and future strategic investment of resources into research is to support a number of small seedcorn research projects, with a view to generating innovative research that can prove its value before seeking more substantial external funding. Such projects are designed to be scalable and can draw in more members of staff with established interest / expertise and are likely to have direct impact (embedded within networks and designed to inform practice all the way through). For example, **Harding's** 'Tomorrow's

Child TV', combines film-making and research. This project benefitted from the general investment in Education infrastructure, including extensive building renovation; new IT suite equipment and specialist AV, as well as access the University's specialist film and recording studios and equipment and the employment of MU students via the MDX-works employment hub, for digital design initiatives. This has maximised the impact of the seedcorn funding.

The successful phase one of the research strategy has seen ethos changes and impactful outputs. Phase two is to continue to strengthen research coherently around the SIGs in CERS, to build reach across the department, within and beyond the university.

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

##### *Networks and partnerships*

The Education Department is committed to networking and collaboration, both as a reflection of our interdisciplinarity and our rootedness in communities of practice. In part this is evident in the role we play in the university, for example, CERS has run events with colleagues from the **Centre for Critical Research in Nursing and Midwifery**, the **Department of Mental Health and Social Work**, the **Department of Criminology and Sociology** and the **Research Ethics Committee**. The Department of Education also plays a central role in developing interprofessional skills across the university, such as **Apprenticeships**, the **PGCertHE**, **MA Higher Education** and **DProf** pathways, at our London campus and in our Dubai, Malta and Mauritius campuses. It has also run joint events with the **London Educational Researchers Network for Social Justice (LERNS)** to foster collaborative conversations between departments of education across London, involving colleagues from **UCL Institute of Education**, **Kingston University**, the **University of East London**, **Goldsmiths**, **London Metropolitan University** and **London South Bank University**.

In this section we discuss four examples to exemplify what this looks like in practice and how this enables us to make a contribution to, and secure impact within, different research and practice communities.

##### *i. Early Years*

The Professional Association for Training of Early Years Teachers funded research into new qualifications and training for Early Years (**Osgood, Sakr, Robertson, Elwick, Wilson**) which highlighted the vital role that Maintained Nursery Schools play in areas of social deprivation. Impact resulting from the research is that all 39 London EYF nurseries have adopted the term 'LEYF teacher' as opposed to levelled practitioner

roles, and as a result of the report, further public output and lobbying Parliament, the requirement for Early Years Educators to have Cs in GCSE Maths and English (which created huge difficulties staffing the sector) was removed. This research has been taken up by PACEY (Professional Association for Childcare and Early Years). Collaboration with LEYF continues in **Sakr's** work on social leadership, to build communities of partnership and professional confidence.

## *ii. Citizenship education*

The Education Department has a long history of commitment to nurture citizenship education. It was one of the first providers to offer a Citizenship PGCE and has worked consistently with the Association for Citizenship Teaching (ACT) (the national subject association), for example **Jerome** is the editor of the teacher's journal 'Teaching Citizenship'. In addition, **Jerome** is national lead in the Five Nations Network for citizenship education, and **Jerome** and **Whitworth** are members of the Expert Subject Advisory Group for Citizenship. These relationships have enabled our research to be reported directly to hundreds of citizenship teachers across England and the rest of the UK and Ireland, and to inform training for hundreds of new and experienced teachers. Middlesex research has directly informed policy for ACT and programme development in schools, for example the Deliberative Classroom resources were based on principles identified in **Jerome** and **Elwick's** evaluation of an earlier project (see **Impact Case Study**).

## *iii. Professional doctorates*

The International Association of Practice Doctorates (IAPD) influences opinion and practice through its successful seminars and workshops and **Costley** co-hosts the biannual International Conference on Professional Doctorates. **Nottingham** and **Nikolou-Walker** co-convene a Work Based Learning network of the UK Universities Association for Lifelong Learning (UALL). Linked projects include: 'Doctorates for the Future' at University of Eastern Europe (Tbilisi) (**Gibbs** and **Maguire**); an Erasmus project 'Supervision as Translation' (**Maguire**); Eastman & **Maguire's** article (2016) 'Critical Autobiography in the professional doctorate' was based on writing workshops developed at Middlesex and won the UALL innovation award; **Maguire** et al's 2014-2017 Erasmus project 'Investigation into best practice in doctoral supervision (Professional, Practice and Industrial PhDs)' was disseminated in Italy, Netherlands, Ireland, England and the USA and led to the creation of a comprehensive annotated bibliography of doctoral supervision, SuperProfDoc website, a supervisor's handbook and a Special Edition publication of *Studies in Higher Education* (2018). In addition, Erasmus + is currently funding research into doctoral supervision of doctorates in the Arts and this body of work provides the basis for a supervision qualification in supervising professional doctorates undertaken by established professionals (**Ryder** and **Maguire**).

## *iv. Supporting parents*

**Harding's** TCTV is a free web-based resource launched in November 2019. It was instigated based upon an evidence-base that indicated parents of children of all ages typically feel under-prepared for the digital world children encounter, from TV to iPads, X-boxes to phones. TCTV contains over forty freely accessible films designed to help parents in the digital age. The platform features 100 round-table discussions and videos with experts, parents and children. This project is designed in close collaboration with partners (**parents**, the **Children's Commissioner**, **NSPCC**, **Childnet**, **Kidzania**, **Friendslikeme** and **Lord Knight**), produced by **Film and Computer Science students** with the university's **apprenticeship scheme MDXworks**, and features researchers from across the university (**Education, Art & Design, Psychology, Law**) bringing fresh findings to this important field. Importantly, as part of this joint action, the voice of the child is being heard. TCTV has been accessed from almost half of the countries in the world, reaching Europe, North and South America, Africa, Middle East, Asia and Australia. It is currently being syndicated to trusted partners such as the **Bright Start Foundation**, to ensure it reaches an even wider audience.

### ***Additional routes to impact and influence***

In addition to the examples above, staff (individually and collaboratively) have secured international impact in a range of ways:

- **Boud** was identified (2019-20) as the highest cited researcher in the world in the field of research on higher education, based on the quality, volume and impact of his work and an analysis of citations in the top 20 journals in the field by the League of Scholars. **Boud's** concurrent appointment at Deakin University Australia has forged links with the very strong research in Education there: the Centre for Research on Assessment and Digital Learning which is part of the strategic research priority, Research for Educational Impact.
- **Gibbs** was a distinguished visiting scholar at the Open University Hong Kong and holds Fellowships at the Centre for Advanced Studies in Transdisciplinarity at Texas University and the Oxford Centre of Higher Education Policy, New College, Oxford. He is a founder director of the Philosophy and Theory of Higher Education Association. He has served as editor of *Higher Education Quarterly* and currently editor for Springer's successful series *Thinkers in Education* (35 titles).
- **Osgood** has established an international reputation for engaging with new areas of challenge, such as her work on the Anthropocene and new-materialism in relation to childhood. She has frequently been ranked amongst the top 0.5% of authors on the international open scholarship networks, Academia.edu. Osgood has represented Middlesex University at over 53 international conferences and has given 33 invited keynote addresses based upon her reputation and expertise. She has taken up fellowships and visiting chairs at several international universities (in Hong Kong, Norway and Australia).



- In 2015 'Phematerialisms.org' was co-founded by **Osgood** as an international network of over 1000 researchers, practitioners, educators, artists and activists engaging with feminist new materialist research methodologies in education as a means to find innovative ways to address gender inequalities; also in 2015, 'Performing Methodologies in Early Childhood' based in Norway, was co-founded as a broad international interdisciplinary network of over 300 early childhood experts working to advance research methodology innovation. Osgood is a core member of the 'Decolonising Childhood Discourses Project', based in South Africa, which includes internationally acclaimed philosophers and experts (e.g. Karen Barad and Rosi Braidotti) and emerging scholars – all working to determine how theory can better inform educational systems in the pursuit of greater equity for all.
- **Osgood's** Gender-neutral schooling (see **Impact Case Study**) and **Harding's** TCTV exemplify our vision for a research culture that values, recognises and supports public educational engagement. Our research projects have created opportunities for public engagement in multiple ways: presenting to the public/parents, involving the public/parents as researchers, engaging with young people to inspire them about research, contributing to new media enabled discussion forums; the public/parents informing the research questions being tackled and researchers and public working together to inform education policy.

A range of colleagues' secure impact through creating practical research informed outputs for practitioners, such as:

- Arts, creativity and design teaching (**Bailey, Burghardt, Flinn, Patel, de Rijke**).
- Learning in a digital age (**Allen, Barnaby, Barter, Burghardt Gallagher, Harding, Sakr, Scollan, Wilson**).
- Religious Education and Worldviews (**Whitworth**).

In addition, projects designed to secure an impact in the funding organisation, such as:

- In 2017/18 the British Council's Diversity Unit awarded funding to Prof **Gibbs** (CERS) and a small team (**Maguire**, Prof Scott Baumann (SOAS) and **Elwick**) to undertake research into challenges to promoting and enacting British Council EDI principles across the BC staff of five mutually agreed countries. The team developed an innovative methodology (ethno narrative) as sensitive to the cultural contexts. Outputs included two major reports, a symposium of diversity managers in UK organisations and bodies, and a Springer publication *Global Diversity Management: A Fusion of Ideas, Stories and Practice* (2019, Eds **Gibbs**, Ozbilgin (Brunel University) & Bartels –Ellis (British Council Diversity Unit).

Colleagues also have a range of leadership roles in external networks and journals:

- Organisations include: The *British Education Research Association*, *Gender & Education Association*, *Royal Society of the Arts*, the *International Childhood Critical Policy Studies Collaborative*.

- Editorial roles with internationally refereed journals include:
  - **Gibbs** is series editor of SpringerBriefs on *Key Thinkers in Education* and *Debating Higher Education: Philosophical Perspectives* for Springer Academic Press, and served as editor of *Higher Education Quarterly* (2017-19).
  - **Boud** is a member of several editorial committees including *Assessment and Evaluation in Higher Education*; *International Journal of Training Research*; *Vocations and Learning*; and serves on the International Advisory Committee of the International Conferences on Researching Work and Learning.
  - **Osgood** is series editor of *Feminist Thought in Childhood Research* for Bloomsbury Academic. She is also editor of *Gender & Education Journal*, *Reconceptualising Educational Research Methodology Journal*, and guest editor for *Contemporary Issues in Early Childhood Journal*, and *Genealogy*. She sits on the editorial boards of other early childhood education journals.
  - **Costley** edits *The International Journal of Work Based Learning (Costley)*.
  - **de Rijke** edits *Children's Literature in Education*.
  - **Jerome** edits *Education, Citizenship & Social Justice* and *Teaching Citizenship*, and is a member of the editorial board for *Human Rights Education Review*.