

Institution: University of Warwick
Unit of Assessment: C23 Education
<p>1. Unit context and structure, research and impact strategy</p> <p>1.1 Context and structure</p> <p>We believe that to influence the education system, and the outcomes of individuals within it, education research must comprehensively address all aspects of the system. Our researchers take into account both formal and informal contexts for learning: schools, universities, workplaces and other sites in which teaching and learning occurs. This also extends beyond classrooms to other contexts in which learning and teaching happen: the life worlds of teachers and learners, the needs of learners, the nature of learners' future lives and the resources needed to support teaching and learning. Our research includes training, development and practice of a range of professionals, and policy development and implementation; and fundamentally includes impact, which evaluates and informs these areas of practice. We undertake research from early years to adulthood, including participants who are typically developing and those with special educational needs (SEN) and disabilities (SEND), and parents/carers. Our research is characterised by many disciplinary interactions including linguistics, psychology, sociology, economics, philosophy, and health sciences. It is substantial, comprising 148 externally funded projects during REF2021, value >£34.12 million, with Warwick income of >£5.26 million; and 177 doctorates.</p> <p>The Education UoA, Faculty of Social Sciences, comprises two academic departments (Education Studies, DES: 17, 16fte researchers and Applied Linguistics, AL: 17, 16.73fte), plus a separate well-established (1987) research centre (Centre for Educational Development, Appraisal and Research, CEDAR: 12, 9.9fte). The Education UoA comprises 47 REF eligible staff, including one from Warwick Medical School (WMS), total 43.63fte plus two past staff: 12 professors, 5 Readers, 15 Associate Professors, 7 Assistant Professors, 1 Principal Research Fellow, 4 Senior Research Fellows, 3 Research Fellows. We also have non-REF: 3 Research Assistants, 5 Honorary Professors and 7 Honorary Research Fellows who bring additional expertise to research studies and PhD supervision. Four staff are in Stanford University's global list of the top 2% of the world's scientists: Francis, Hastings, Lindsay and Spencer-Oatey.</p> <p>The three departments are independent, separately answerable to the University (e.g. line management, 5-year financial planning) and each has specific research interests and strengths. However, we share research values, philosophies and aims, including commitment to high quality ethical research, and respect for equality and diversity. Each department has a Director of Research and Impact (DoRI: DES has separate DoRI/DoI roles) who oversee all research and impact activity. We meet at least twice a term as the Education Research and Impact Committee comprising the DoRIs and Heads of Departments (HoDs) to consider our overall research and impact plans and activities, including REF. Research and scholarship are further supported across the UoA through designated research committees (DES and AL) and in CEDAR, because it is smaller and wholly research/impact focused, by the twice-termly whole-staff meetings. These departmental committees have oversight of the development of research strategy, procedures, and cultures, eg mentoring for all early career researchers (ECRs) and peer review of developing publications. They benefit from the inclusion of staff at all levels, including experienced, internationally recognised researchers and scholars, alongside newly emerging researchers, supporting and shaping innovative, forward-looking research strategies. We hold annual doctoral research conferences, including both doctoral research presentations</p>

and keynotes by expert contributors for c60 students (**DES**); weekly research seminars and a biannual research forum for all staff (**AL**); programmes of research seminars reporting both our own research and external speakers aimed at both Education and other staff across the Faculty and the Faculty of Science and Medicine (**CEDAR**).

1.2 Research strategy and objectives

Research strategy across the UoA builds on the same fundamental elements of interdisciplinarity, national and international collaboration and extended partnerships. Following the 2013 disestablishment of Warwick Institute of Education, planned hub-and-spoke development was continued, supported by new professors and ECRs. This comprised collaborations between **DES** (hub) and other departments (spokes) that overlap with Education subdisciplines, (**CEDAR**, Psychology, WMS, Economics, Sociology, Law, and Theatre, Performance Studies). **AL** diversified its research focus to include a stronger base for linguistics and qualitative research. **AL**'s research objectives have evolved to fit emerging directions in applied linguistics with a focus on language, learning and teaching, language teacher education and development, working, relating, and adapting across cultures, professional and workplace communication, discourse analysis, and language structure, variation and change. **AL**'s research profile as part of the Education UoA includes research in descriptive linguistics and sociolinguistics. This work on the description and use of language is an integral part of **AL**'s research approach that seeks to integrate research on languages and their use with applications in educational contexts. Specific outputs of five staff working in these areas (**Angouri, File, Schnurr, Smith-Dennis** and **Strelluf**) will be cross-referred to UoA26.

CEDAR developed its SEND focus, as predicted following Hastings' appointment (end of REF2014) to the Cerebra Chair in Family Research in **CEDAR**, by substantially extending our research on intellectual disability (ID) and autism, and methodological strengths including randomised controlled trials (RCTs) and systematic reviews. This brought new researchers and collaborations, and consequently new research objectives developed over REF2021 in all strategic domains. Research strands continuing from REF2014 future objectives include parenting support, families, early intervention, and SEND policy.

Interdisciplinary research and impact

Our common **strategy** now and going forward (see Objectives) is based primarily on interdisciplinary collaboration and a focus on applied research, with **impact** on a range of beneficiaries. Researchers in the Education UoA come from a range of disciplinary backgrounds. In addition to education itself, these include psychology, linguistics, applied linguistics, religious studies, economics, philosophy, and sociology and these researchers work together on related projects. The broad focus of education research, and the grouping of researchers with diverse disciplinary backgrounds within Education, embeds **interdisciplinarity** within the structure of our research. Our mentoring of ECRs, two supervisor system of supervision for PhD students, and seminar series also support interdisciplinarity.

We work with researchers from within and outside education to develop research projects, eg WMS for studies of parenting programmes and mental health, also including partners (providers, local authorities (LAs)) outside of the university, eg practitioners. We are **international** in our outlook, including research partnerships and implementation, both within Warwick's international agenda (Monash-Warwick partnership, with Monash University in Australia; Eutopia, with six European universities. **REF5a-2.12.1**) and our own specific agenda. For example, **AL** staff are involved in international collaborations on the history of language teaching and learning and

intercultural mediation that bring together applied linguists, historians, sociologists and anthropologists.

Our research addresses issues that typically can only be carried out successfully by teams of members from different disciplines: eg in the arts, drama specialists work with social scientists to undertake applied research with organisations such as the Royal Shakespeare Company (RSC), Artis and the Coventry City of Culture. Religious education research has benefitted from psychology. In SEND, partners include SEN practitioners, eg educators, educational psychologists; Voluntary and Community Services (VCSs), eg Autism Education Trust, and Communication Trust to support staff development; and special schools, to develop curricula and pupils' behaviour through our research. Economists have benefited large-scale effectiveness trials, in examining cost effectiveness of disagreement resolution under the Education Act 2014, and both universal parenting programmes (CANparent), and those specifically for parents of children with ID (EPAtS). This varied research is also characterised by producing strong impact.

Research objectives require the use a wide range of methods including quantitative, qualitative and combined (mixed) methods, largely driven within major themes but also with space for individual scholarship, including theoretical and conceptual development research. This range of disciplinary and methodological expertise produces rich, creative and value-enhanced combinations to address complex research. Overall, we collaborate with 13 Warwick departments/disciplines on interdisciplinary studies, and extensively with other universities, UK and overseas, and non-HEI partners, eg LAs, VCSs.

Our research and impact programmes are built around four main themes; **Learning, Society, Cultures** and **Special Educational Needs and Disabilities (SEND)** within the superordinate theme of **Inclusion**. Research is often related to two or more themes. Our **objectives** are frequently interdisciplinary and require a range of research methods and theoretical/conceptual approaches. Objectives also vary with respect to focus on policy, practice, fundamental research questions, or combinations of these.

Within **Learning** we have researched the use of technology for learning (**Hammond**), early years' education (**Palikara**), childhood (**Wyness**), language learning and teaching (**Liddicoat, Mann, McConachy, Murray, Pinter, R Smith, Ushioda, Wharton**) and parenting support (**Lindsay, MA Cullen, Hartas**); educational leadership and development (including South Africa, **Moorosi**); language teacher development (**Mann, R Smith**); and philosophy of mind and thought (**Williams**).

The **Society** strand takes a critical approach exploring subjects at the intersection of society with education, including race and racism, gender and intersectionality (**Warmington, Henderson**), ranging around social and economic inequalities, to the development of well-being and access for all: eg, the educational needs of young refugees (**Wyness**), academic mobilities (**Henderson**), STEM skills shortages (**E Smith**), further and higher education, and national and international contexts (**Morris, Henderson, Warmington**). We maintained an international profile for innovative research within religious education within schools and faith communities; and the public and social significances of religions and theologies, including ways in which young people negotiate religious and cultural diversity, the effectiveness of Anglican secondary schools, and students' perceptions of the distinctiveness of Anglican primary schools within the state-maintained sector in Wales (**Francis**).

Cultures research explores subjects at the intersection of arts, cultures, religious education and related fields. In drama education we researched the RSC's Associated Schools programme and local communities, including the Canley Youth Theatre oral history project (**Turner-King, Winston**) and Artis's training to enhance creativity for Hyundai workers in South Korea (**Lindsay**). Warwick is a key research partner in Coventry City of Culture 2021: **Neelands**, Academic Lead for the Monitoring and Evaluation, now Warwick Business School (and **DES**), with Education researchers **Turner-King, Hammond, Wyness, R Smith, Strelluf**) leading five projects. Studies of language teacher development and practice include teacher adaptation to different cultures, (**R Smith, Mann, Murray, Liddicoat**) and intercultural issues in international education (**Spencer-Oatey, Dauber**), both the foci of impact case studies; and descriptive linguistics and sociolinguistics: professional and workplace communication (**Dauber, Spencer-Oatey, Schnurr, Angouri, File**). Other research includes language structure, variation and change (**Strelluf, Smith-Denis**).

SEND research objectives include nature of and needs associated with different SEN including cognitive, behavioural, communication, and educational abilities; intersectionality of SEN with demographic factors (eg ethnicity) and comparative studies of children with ASD and those with speech, language and communication needs (SLCN: **Lindsay, Palikara**); studies of the effectiveness of interventions, including feasibility and randomised controlled trials (RCTs: **Hastings, Totsika, Gray, Langdon, Grindle**). We evaluated the development of the national scheme for training the education workforce about autism (**S Cullen, Lindsay, MA Cullen**), and the transition of pupils with autism from school to post-16 (**MA Cullen, S Cullen, Lindsay, Totsika**). Policy research included a DfE-funded study of disagreement resolution for parents of children with SEN: our report was mandated to be presented to Parliament to inform the Government's implementation of the Children and Families Act 2014 (**MA Cullen Lindsay, Totsika**); and research on families of children with SEN (**Langley**). Our early intervention evaluation of *A Better Start*, led by **Barlow** (Director, WMS) and **CEDAR (Lindsay, Co-Director, MA Cullen, S Cullen)** influenced practice in five very deprived areas. Our formative evaluation helped to shape development of the Early Intervention Foundation (**Lindsay, Cullen, Totsika**).

Since REF2014 we have built strategically on our previous experience with large-scale parenting intervention trials, bringing RCT expertise of researchers in both health (**Gray, Hastings, Langdon**) and education (**Hastings, Morris, E Smith**). These projects typically require large-scale academic partnerships across multiple universities, methodology experts (including specialist trials units, health economists); and development of feasibility and pilot testing projects, ultimately leading to definitive effectiveness RCTs. Effectiveness trials have examined reading, behaviour challenges, parenting skills, (**Denne, Hastings, Lindsay**); systematic reviews included measures of well-being and mental health (**Flynn**). We conducted discourse analysis (**Angouri, File, Liddicoat, Wharton, Schnurr**); analysis of large datasets including cohort studies, eg the Millennium Cohort Study (**Bailey, Hartas**), British Cohort Study (**E Smith**) and National Pupil Database (**Morris**); interviews (**Wyness**) and focus groups (**MA Cullen**); questionnaire surveys (**S Cullen, Morris**); autoethnography (**Henderson, Turner-King**), and historical and policy research (**Warmington**).

Objectives for the next 5 years: We expect topics to remain relatively stable, given our research development agenda and staff appointments during REF2021, eg ID, autism and mental health, psychology and education, social policy and education, and in education and social justice. We will develop further our extensive interdisciplinary collaborations with universities and VCSs, eg within applied linguistics (British Council); ID and autism (Cerebra,

Royal Mencap Society (RMS)); SLCN (Communication Trust, Royal College of Speech and Language Therapists, ICAN); parenting support (Triple P, Family Lives) from design to implementation and dissemination; with explicit purpose of undertaking scientifically strong research with direct and indirect impact. We will develop further the process whereby successful collaborations lead to research, to impact through dissemination, training, and/or policy development, and then to further research (see our impact case studies). We will also continue theoretical and conceptual development, and both mono- and interdisciplinary research. **AL** will continue to develop collaborations with providers in the field of English language education and intercultural education. These activities have already generated significant collaborations, especially in impact work, and **AL** aims to extend such relations to develop further both impact and research opportunities.

1.3 Impact

Our strong research environment, supported by our fundamental commitment to applied interdisciplinary research, enhances **vitality and sustainability**. Experienced senior researchers provide mentoring and hands-on experience, collaborating with ECRs and PhD students to develop commitment to impact. This lays the foundation in terms of interest and attitude leading to increased knowledge and skills, as interdisciplinary publications and **impact** of our studies are acknowledged by beneficiaries. Fundamentally, we enable impact because our research is designed to build understanding of the education system to inform and effect positive change for individuals, families and educational contexts; is in collaboration with key stakeholders and is international in scope; and explicitly facilitates implementation to produce powerful impact, during the research and/or through further collaborative work to embed research findings.

Impact is culturally embedded within Education and achieved through, i) Planned pathways from research questions, through development with collaborators and stakeholders (including with eg parents and people with ID), measurement of change, and continuing post-project engagement with funders and stakeholders leading to impact. This includes dissemination and training and, particularly, changes in policy and/or practice on the basis of the research. ii) Working purposefully to build up collaborations, led by the departments' DoRIs, which benefit research, policy and practice with a range of partners. These methods are themselves supported by, iii) the overall UoA commitment to undertaking impactful research; iv) University and faculty provision including Impact Officers who provide training to develop skills and direct practical support (eg data collection); v) funding, including four ESRC Impact Acceleration Account initiatives, which supported our impact case studies; University Public Engagement and Delivering Results funding; vi) and recognition of individuals' impact development and achievement, eg in promotions.

Ensuring vitality and sustainability is exemplified by our **case studies**, which demonstrate our strategies to develop staff and produce high quality initiatives. Strategies include: developing teams; engaging staff, including ECRs, in long-term collaborations with beneficiaries; including mentoring in impact as well as research; international impact studies; active engagement with beneficiaries; varied forms of impact including quantitative analysis, creative dissemination (eg conferences, videos, blogs). Examples from case studies include: fostering long-term (14 years), relationships with VCS providers, programme developers (**Lindsay, MA Cullen, Parenting support** case study); senior academics working alongside and mentoring junior staff, (**Hastings mentoring Denne, Positive Behaviour Support Academy, PBS**); working with universities implementing the Key Performance Indicator tool, developed to enable universities to profile their internationalisation, and developing international implementation (**Spencer-Oatey, Dauber**

Global Education Planner); **R Smith, Ushioda** and **Pinter** working with the British Council to introduce a scheme increasing teacher motivation via teacher-inquiry in low income countries (Latin America, India and Nepal); membership of VCS boards and committees (**Hastings**, Royal Mencap Society). These strategies assisted: development of the PBS Academy, a unique model of working directly with stakeholders to co-produce resources, which has changed the understanding and delivery of behaviour support among practitioners, and informed government policy (**Hastings, Denne**); working directly with LAs and parenting programme providers, providing evidence and support to benefit parents and children (**Lindsay, MA Cullen, Totsika**). But our impact focus goes beyond our case studies, eg engagement with the Council of Europe and the Inter-European Commission on Church & School (**Francis**).

1.4 Open research environment

We are in progress towards open science, reflecting the changing national and international context and the development of Warwick's policy (**REF5a-2.10**), including the Warwick Research Archive Portal, our institutional repository; adoption of the Leiden Manifesto and Wellcome Trust open access policy. Our activity is informed by Warwick's policies regarding publications and data sharing, which are evolving towards greater open science: eg membership of publisher subscription schemes. Individuals have become engaged in this major development, eg **Lindsay** was invited by Frontiers, one of the largest open access publishers, to be Chief Editor, *Frontiers in Education: Special Educational Needs*. **AL** has supported the open access journal *English Language Teacher Education and Development*, launched from Warwick (1995). We increasingly publish in major publishers' open access journals, eg BMC Psychology, BMC Public Health, Frontiers in Education, Frontiers in Psychology, BMJ Open. Also, Education staff contribute to Warwick's engagements with national debate.

1.5 Support for a culture of research integrity

Research integrity is supported at both the university and departmental level, (**REF5a-2.11**), as a fundamental characteristic of all Education researchers' practice: i.e., ethical research is integral to thinking about and practising research – not just compliance with protocols. At University level, all research must comply with the UK Concordat to Support Research Inquiry (2019) and must receive ethical approval, normally through the Humanities & Social Sciences Research Ethics Committee. All staff and doctoral students undertake University training (additional to earlier qualifications) to demonstrate compliance with Warwick's Code of Practice. All receive tutorial support. ECRs and doctoral students also receive ongoing support eg for ethics proposals; support extends to experienced staff, important when challenging ethical issues arise.

2. People

2.1 Staffing strategy

Staffing strategy is developed between each department and the University through 5-year horizon annual planning processes with full consideration of equality and diversity throughout all processes in accord with University policy (**REF5a-3**). Departments develop their proposals collaboratively, focusing on research and leadership (and teaching). Engagement with the University entails making academic and financial cases. The University has supported staff replacements and expansions according to UoA strategic aims regarding both research (and teaching) priorities and leadership. During REF2021 our successful research and impact staffing strategy recruited research-active staff at different career stages. Regarding the five new professors, we enhanced leadership and specialisms: **E. Smith** (educational policy, inequality), was recruited as HoD (**DES**); **Liddicoat** (applied linguistics) and **Warmington** (equity, post-compulsory education) appointed as DoRs (**AL** and **DES** respectively); **Gray** and **Langdon**

(CEDAR) increased leadership for ID, autism and family research. Outstanding ECRs (**Morris, Henderson, Williams, DES; McConachy and Strelluf, AL; and Flynn, Langley, Bailey, CEDAR**) already producing impressive research and publications profiles, are REF2021-included, and three have been promoted to associate professor: **Williams, Henderson and McConachy**. This has increased and diversified expertise to support a wider range of research activity in linguistics, ID and autism, SLCN, philosophy of education, and quantitative methods; and built towards future sustainability and succession planning.

Our **strategy** is to produce high quality research and publications and implement impact, supported through mentoring, integration into research teams and disciplinary support groups. All staff, including ECRs, are encouraged to take leadership positions in recognised research and impact activities, so gaining experience in working collaboratively with research teams, developing research projects, and contributing to departmental research directions. Specific support and guidance are provided to help ECRs develop their academic writing (publications, funding applications) and impact skills. To optimise equality of opportunity, special consideration is paid to p/t staff, those with caring responsibilities, health needs and career breaks. Fundamentally, we recognise that a range of these factors are relevant to most staff, at different times in their academic careers, and that differences in effects and severity, as well as through aggregation, require personalised pathway development with both common (all staff), group (eg ECRs, p/t,) and individual considerations.

Demographic profile of Education UoA is (rounded): *Gender*: 55% female, 45% male; *Age*: 26-35, 13%; 36-45, 21%; 46-55, 28%; 56-65, 32%; 66+, 6%; *Ethnicity*: BAME, 11%.

REF submission. All processes were formally conducted under Warwick's REF2021 Code of Practice auspices, which fully reflects Warwick's **Equality Objectives. (REF5a-3.5)** including confidentiality, supporting requests for special circumstances, and ensuring agreed reasonable expectations. All staff, particularly ECRs, were mentored to produce high quality outputs – combining equality with aim for excellence. All eligible and potentially eligible staff (RAs, ECRs) were invited to submit outputs through seven review exercises. All outputs were reviewed by at least two of the Education Review Group (ERG) comprising the HoDs and DoRIs (all professors), with both gender and ethnic diversity: 4 male, 2 female; 2 BAME; all were moderated by the full ERG then discussed with author; a minority requiring additional specialist knowledge received further review; and four external reviewers provided further moderation. Our system's success is indicated by *only 1 of >200 outputs' grades being challenged*.

Regarding **equality**, the final **output selection**, made strictly by moderated ratings, comprised 45% from female, 55% from male staff, compared with a *gender profile* of 55% female, 45% male. This relative proportionality reflected interaction of high ratings with experience/employment grade, eg 67% of FA9 staff (3F, 5M) provided 4 or 5 outputs. Reflecting our support of ECRs, the average submission for research fellows was 2.67 outputs. Furthermore, regarding ethnicity 20% of BAME staff (compared with 11% ethnicity profile) provided 5 outputs. With respect to **Impact case study leads**, gender was 6F, 4M.

a) Staff development and support.

All of our policy and practice is within an equality and diversity framework. This starts with extensive University policies, developed with Warwick staff fully involved, including, appointments, promotions and all aspects of practice. Staff development draws on support from both the departments and Warwick's professional services, in particular Organisational Development (OD) and Research and Impact Services (R&IS), **(REF5a-1.7)**, within the

University's HR policies. OD provides information and support to aid all staff development, from pre-arrival and welcome, through induction and then continuous professional development, including awards and benefits available to staff. Formal induction is undertaken within the department, aided by a staff handbook and the HR department, including support from a senior colleague, and varies by grade. This system includes both Probation and the annual Personal Development Review (PDR), including Appraisal. **Flexible/remote working** is supported with clear guidance on staff responsibility as well as flexibility to aid optimal working arrangements to ensure high quality research. We have agreed **authorship guidelines** to ensure fair recognition of all authors/contributors. **Study leave**, generous at one term per six worked, was granted to >30 staff, at all career levels, to work on data, publications or grant proposals, in line with equity, departmental research strategy and agreed objectives, reviewed on return. Research leave applications are discussed within departments with the HoD and normally agreed, with occasional deferrals to meet teaching needs. R&IS has supported **research bids** and accessing **research funding**, including four successful ESRC-funded **Impact Acceleration Account** bids.

Mentoring, available to all staff, is focused on individuals' needs, including development of knowledge and skills; preparation for leadership roles, promotion within the department or University; and national and international contributions (eg learned societies, government advisory roles). Promotion preparation is supported by senior staff, including 'critical friend' reviews of research bids and draft publications. Equality is integral to all these processes. ECRs are mentored to become PIs, eg **Hastings** mentored **Flynn** in her first PI role leading an Education Endowment Foundation (EEF)-funded RCT. **REF preparation** is a specific aspect of support and mentoring, aiming to optimise individual staff's achievement of high quality outputs and contributions to impact case studies. Major support approaches include: research teams, whereby ECRs and staff with other special circumstances (eg career breaks, illness) are joint authors of outputs and supported to undertake first author roles; informal peer review of colleagues' draft papers and research proposals. The success of these approaches is evident in the number of such staff, including ECRs, having multiple high-level REF outputs and impact contributions.

Support. Warwick has detailed policies addressing well-being and personal support (**REF5a-3.4**). Enhancing **equity**, we operate 'family friendly' policies e.g. timing of meetings, recognition of normal and emergency caring responsibilities. Regarding health, we support requests for reduced contracts for temporary periods, and encourage applications to the University's academic returners' fellowship scheme following illness or maternity leave for staff having reduced teaching and administration. Flexitime, working at home and parental leave are available to all staff, subject to meeting teaching and research commitments. Following occupational health assessments, we have made appropriate workplace adjustments for staff by providing, eg, specialist software or office furniture; environment monitoring and management for serious asthma. For full-time international PhD students unable to take long-term temporary withdrawal for family or medical reasons because of visa restrictions, we always seek to support requests for exceptional extensions to their registration period. All doctoral students have a personal tutor in addition to their supervisory team.

Integrating and supporting early career staff. All ECRs are given clear expectations of research being fundamental to their appointed role. **DES** and **AL** ECRs have a 40% allocation for research; in **CEDAR** this is essentially 100%. All ECRs have a mentor and are integrated into a research team or scholarly partnership, forming the basis for successful development during induction, and maintained. New staff are reviewed during probation, then annually through the PDR, where achievements, contributions, research, impact training needs, and promotion plans

are discussed. Postdocs are recognized as full members of the department and supported by a research mentor, including securing further grants/contracts. We have also welcomed Warwick's Institute of Advanced Study Fellows and international Visiting Fellows.

Probation. A carefully arranged system operates within University policies, normally 5 years during which assistant professors enjoy reduced teaching. Support criteria and guidance are explicit; progress is assessed annually and considered by a University committee. Research-only staff are subject to the Concordat to Support the Career Development of Researcher (Revised 2019), overseen by Warwick's Research Committee, which is popular with staff. Probation for research-only staff lasts 6 months (with three interim reviews). Mentors also meet their mentees informally. **Appraisal** comprises annual **PDRs** of 1-1.5 hours to review staff achievements and contributions, conducted by HoDs and senior colleagues following self-completed University templates that provide the basis for discussion. Previously agreed objectives are reviewed, new objectives and **Continuing professional development** needs are identified. Staff have an annual allowance to support conference and research-related activity. **DES** and **AL** staff also have a substantial workload allowance for department-funded research and impact activity, including leading REF case studies. Research and impact successes (staff and students) are recognized in regular newsletters. Warwick's OD department provides extensive staff development and training support, online and F2F including both generic (eg in health and safety; equality, diversity and inclusion) and research-specific (eg writing grant applications, producing impact). Each department has regular open research seminars, including programmes funded by the University's Research Active Staff fund, eg the *Education and Psychology Research Active Network Seminar Series*. ECRs are prioritized in applications for seed funding from the Social Sciences Research Development Fund.

b) Recruitment policy

Our recruitment practices include attention to **equality** and **diversity, fairness, transparency** and **integrity** throughout. Systems are governed by Warwick's Code of Practice with explicit, progressive policies based on the university's Statement of Values, including *positive action* to recruit (staff, research students) where current rates of protected characteristics are low (**REF5a-3.4**). All departments are active in achieving Athena Swan requirements: **CEDAR** (Bronze) is working towards silver; **DES** and **AL** are working towards bronze. All interviewers receive recruitment and interview training, with additional training for senior staff who chair appointment panels, which are carefully formed to address diversity, achieve gender balance and both senior and more junior staff. Professorial appointments are chaired by the Provost, others by a PVC or senior deputy. Staff contribute to department recruitment policy through strategic staffing development discussions, and for individual posts through feedback on candidates' presentations.

Contracts. Other than contract researchers, including post-docs and RAs (fixed term), staff are appointed on indefinite contracts, aligning with the strategy of enabling academic career progression and promotion. Research staff appointed on a fixed-term contract funded through the grant/fellowship are supported in their career development, whether as researcher, academic, or other preferred route eg, three **CEDAR** RAs moved, as planned, onto educational psychology professional doctoral training. Others who extend their employment on subsequent projects are mentored to be co- and lead-applicants on external funding bids, and to extend their publication profiles. In recognition of their growing independent researcher status, these staff have been appointed core-funded research fellows, with promotions to senior and principal grades. This very successful strategy will continue for research-only staff post-REF2021.

Succession planning for HoDs (three: 2F, 1M; I BAME) comprises effective partnership between department and University, flexible but rigorous, involving all staff within the relevant department, and occurs during University annual 5-year planning meetings: **DES**, E Smith was appointed from a chair at Leicester; **AL**, Ushioda, internal appointment replacing Spencer-Oatey; **CEDAR**, Hastings, internal replacing Lindsay, retiring 31.12.20).

Recognizing achievements happens in many ways, starting with the fundamental ethos we engender, based on information sharing, positive focus, active recognition and celebration. Formally, recognition and appreciation are part of the annual rigorous but supportive PDR and probation reviews; reviews and future objectives are individualized and developmental, challenging but achievable, so optimizing both high quality and success. This leads to high levels of satisfaction and achievement orientation as demonstrated by the annual University PULSE staff survey (**CEDAR** 3rd and **AL** 4th of 43 academic departments) in terms of satisfaction. Annual Senior Performance and Remuneration Reviews for professors and merit pay awards open to all other staff, identify individuals with excellent achievements, which are recognized financially. Publications, new funded projects, and impact successes are reported regularly through department newsletters or reports to staff meetings, with specific celebrations. Impact dissemination events showcase contributions of all research team members, balanced by gender and experience, RAs to professors.

2.2 Research students

We continued to run very popular and robust doctoral programmes which enabled our **177.33 fte** students to develop a range of skills designed to develop existing careers or take new directions. We value doctoral students as important members of our research community, as partners in Education research, supporting their research development and success. All are supported in producing conference papers and journal articles. **CEDAR's** new PhD programme comprises research which is integral to the department's research programme; the structure includes published papers, jointly authored with supervisors (and other students/staff). **Recruitment** and support of students are governed by the same values and comparable policies as staff, including **equality** and **diversity** (see above), including positive action to recruit where current rates of protected characteristics are low.

Our substantial and richly diverse doctoral research community has continued to thrive, built on the well-established programmes in **DES** and **AL** plus the new **CEDAR** PhD programme. Overall, we have had around 25 PhD awards annually. Our doctoral community has comprised, **Gender**: about two thirds female students; **Ethnicity**: about 35% White British, 40% BAME, 25% Other; and around 25% part-time and over 50% international students. Positive action has included attracting male students for **CEDAR's** new programme (initially 100% female, now 18% male).

Doctoral degrees awarded

Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2020-21
PhD	20.1	27.5	29.7	10.0	23.4	23.0	26.63
EdD	1.0	5.0	1.0	4.0	2.0	1.0	3.0

PhD programmes. Whereas **DES/AL** programmes reflect the wide range of research foci and expertise across the departments, the **CEDAR** programme is explicitly focused on Education & Psychology, with a particular focus on neglected populations in research (children and also

adults with ID and/or autism and their families) and explicit partnership with external disability organisations. The nature of **DES/AL** doctorates reflects the breadth of constituent Education subdisciplines, topics and methodologies. All **CEDAR** research is applied (describing inequalities, associated risk and protective factors, and development and evaluation of interventions focused on educational or mental health/well-being outcomes). UoA Recruitment comprises both individual applications and those sponsored by an employer, eg ministries, charities, schools. Prospective doctoral students are encouraged to make informal contact with the department first to discuss their proposal with a potential supervisor. All applicants are interviewed before being offered a place. **DES/AL** accommodate large programmes, whereas **CEDAR** is building, increasing from two to five+ enrolments annually as senior supervisors have doubled to 4, and ECRs have joined supervision teams.

CEDAR's programme (started 2014, total 17 students) has been developed with funding from external disability organisations (eg Cerebra, Mencap, Sibs). All home full-time students are supported with external funding from these collaborative partnership organisations, through ESRC and internal collaborative award schemes, or are already professionals working in education, health or social care with people with ID/autism. Part-time students are professionals working in external organisations where they are supported explicitly by the organization to pursue collaborative PhD research (eg through paying for PhD fees, providing some research time in their role). All PhDs are structured to include submission of journal papers, co-authored with one or more supervisors, during the research, and at least one at the end. The programme has 4 successful completions since establishment and also produced >20 peer reviewed publications with PhD student authors. **AL** launched two new PhD degrees, in Discourse Studies and in Intercultural Communication, and have recruited new students to these courses and enabled existing PhD students (in Applied Linguistics) to transfer. **AL** is also introducing a PhD program in Linguistics. These new PhD degree titles are designed to accommodate the more diversified research specialisms of the department and PhD student body beyond a traditional primary focus on English language teaching and language teacher education. **DES/AL** continued to provide regular seminars on theory and research methods for PGR students, including guest lecturers from prestigious UK and international HEIs. In 2016-17, **AL** launched a new competitive funding scheme for PhD students' professional development and research activities, with four application points in the year. This competitive scheme is in addition to the standard conference funding allowance offered to students.

Funding. We have been very successful in gaining PhD studentships to support our students including: 14+ESRC, 3 BECAS Chile, 4 European Research Council and from within Warwick 7 Chancellors and 2 Warwick China, and scholarships awarded by other UK or international organisations (Commonwealth, Council for At Risk Academics, DAAD/German Academic Exchange Service, SENESCYT Ecuador/Secretariat of Higher Education, Science, Technology and Innovation), as well as awards from government ministries in Malaysia, Jordan, Saudi Arabia, Kazakhstan, China Scholarship Council/ government of China. **CEDAR** was very successful in being awarded five Warwick Collaborative Postgraduate Research Scholarships during REF2021, each with 50% of the funding from outside of the University.

Support starts with the **integration** of our doctoral students into the departments, emphasizing their being research colleagues as well as students. We recognize equality and practical issues with our high proportion of experienced practitioners (eg teachers) and more part-time mature students, often with demanding jobs and family commitments. We arrange academic and social programmes accordingly; we also have shared staff/doctorate common rooms, and doctoral student membership of formal committee meetings. Our **monitoring and support** systems are

sensitive to these demands. All students have 2+ supervisors to optimize expertise and continuity in the case of absence. Regular tutorials are held, both face-to-face and remotely to meet personal circumstances. Students produce summaries and actions, agreed with supervisors, to ensure effective monitoring. Separate informal doctoral personal tutor schemes, an initiative developed with the student groups, offer non-academic, pastoral support from another staff member. Upgrades are required to move from MPhil to PhD registration after 12-18 months. By this point students have undertaken a substantial literature review, firmed up their research questions and begun empirical work, data analysis and reporting. The **CEDAR** programme upgrade requires the draft of a first paper for publication. UoA completions continue to be high, with just 4 cases of non-completion (permanent withdrawals for personal reasons, changes of work or health-related).

Students participate in a dedicated programme of research, impact and professional skills development, based in each department and the Doctoral College Programme (**REF4a-3.10**), including departmental seminars, Research Group activities, and annual research conferences. **DES** has an active PGR student committee responsible for planning and leading the annual Postgraduate Research Conference. Students, particularly in **CEDAR**, include impact activities specifically in their PhDs, eg curriculum development and evaluation research in special schools which have immediate impact. Each department has a PGR student-staff liaison committee, which play an important consultative role, enhancing their place within departmental and faculty research developments including: the introduction of **AL's** new PhD degrees in Discourse Studies, Intercultural Communication and Linguistics to accommodate a more diverse doctoral student body and widening range of research area beyond English language teaching and language teacher education; the personal tutor scheme (above); and instituting a competitive funding scheme to support PhD students' research and professional development. Destinations reflect the different doctoral programmes across Education. Most **AL** PhD graduates have proceeded to academic positions in the UK or international HEIs. For **DES**, a majority, whether home or international, are education professionals. Some remain in the classroom but attain more senior positions. Others enter academia, government departments or third sector bodies. **CEDAR's** new programme has 4 graduates: 2 continued their existing academic posts, a 3rd became an ESRC research fellow in CEDAR; the 4th is a special education practitioner.

3. Income, infrastructure and facilities

3.1 Research funding

Income. As a UoA we secured **148** externally funded research projects, value **>£34.12 million**, with Warwick income for the period of **>£5.26 million**. The largest sources were Big Lottery Fund, value £7million (incl. vat) and National Institute for Health Research (NIHR), 18 awards value £11.03million. **Research councils:** ESRC £172K, BBSRC, British Academy.

Government departments: DfE, DH, DWP, National Institute for Social Care and Health in Wales, LAs: £1.04million. **Charities/Foundation:** Baily Thomas Charitable Fund £488k, Sharland Foundation £447K, Education Endowment Foundation £291K, Cerebra £670K, Youth Endowment Fund £254K, plus Leverhulme, Nuffield, Wellcome, Early Intervention Foundation, Mencap, Autism Education Trust, Autistica, Gatsby, Paul Hamlyn, John Templeton Foundation, Fair Chance Foundation. **International:** British Research Council, Australian Research Council, European Research Council, European Union, European Commission, Research Council of Norway, Ministry of Community and Social Services Ontario. **Others:** RSC, Artis, Coventry City of Culture.

Strategies. We have four main **strategies for generating research funding** for high quality research (project funding varied from <£10,000 to £7million). i) **Small-scale studies** are typically funded by a range of organisations with specific cognate links to the research areas (eg RSC, £25K, Artis, £17.5K). Individual researchers or small teams identify funding for single projects, and build relationships to create accumulative research, based on continuity of funding, eg **AL's** research was primarily funded through EU programs and industry bodies, eg the British Council; **DES's** diverse research is funded by a range of major research funders.

ii) **Large-scale** studies collaborating with other universities and VCSs. **CEDAR** secured substantial NIHR funding for *trials* eg *Cluster RCT to evaluate the Kiva programme's effectiveness and cost-effectiveness to reduce bullying in schools* (£1.85million) and *BEAT-IT depression RCT*, (£1.21m) **Hastings, Gray, Denne; TraumaAid**, (£1.32m), **Langdon**; and large-scale, non-trial policy-related studies, eg *A Better Start*, £7million, Big Lottery Fund (**Barlow WMS, Lindsay**); *Disagreement resolution for parents of children with SEN*, (DfE, £226K, **MA Cullen, Lindsay**).

Collaborations with VCSs that funded series of studies included Cerebra (£670K): *1000 Families study of children with ID*, which is providing both unique substantial data on this group, both children and families, for analysis and also >1000 families available as participants in future research (**Hastings**), and these studies have already produced publications from staff and PhD students; and **S Cullen's** four cumulative evaluations of the Autism Education Trust's education workforce training programmes (£102K).

iii) We **developed evidence bases** built on pilot projects and feasibility RCTs towards larger grant funding for definitive RCTs in schools, including: adapting delivery of the *Headsprout* reading programme for children with significant learning difficulties (**Grindle**), leading to EEF funding of the first large-scale RCT in UK special schools (£320k, **Flynn, Denne**); and for evaluations for the Youth Endowment Foundation (**Langdon**). iv) Through the **Monash-Warwick partnership** we undertook 3 Australian Research Council funded studies, developing our international large-scale research (**Gray**, £469K).

Links between funding and high-quality outputs are exemplified by the DfE-funded *Better Communication Research Programme* (£1.3million) directed by **Lindsay** which produced 19 DfE published research reports initially and, during REF2021, 10 refereed journal papers (including *Learning and Instruction*, *International Journal of Language and Communication Difficulties*). Regarding ID research, the largest (NIHR-funded) individual psychological therapy RCT of adults with ID (**Hastings**, £1.2million) has led so far to 5 journal publications (including *Lancet Psychiatry*); Baily Thomas Charitable Fund support for secondary data analysis of the Millennium Cohort Study (**Totsika, Hastings, Bailey**; £44k) led to outputs in the *Journal of Child Psychology & Psychiatry* and *Child Development*; a staff training intervention in ID services cluster RCT (NIHR School for Social Care Research £303k, **Hastings, Flynn**) led to 6 journal publications, including one co-authored with people with ID who were the trainers in the research.

Links between funding and impact. High quality impact was achieved from smaller and large grants. i) Two impact case studies developed from small-scale activities: production of a Key Performance Indicator tool *Global Education Planner* to enable universities to profile their internationalisation: (**Spencer-Oatey, Dauber, British Academy**, >£23K); and collaboration with the British Council (>£34K) to implement a successful scheme to increase teacher motivation via teacher-inquiry in low income countries: (**R. Smith, Ushioda, Pinter**). ii) Two case studies

based on large-scale series of projects: Sharland Foundation collaboration funded the *Developmental disabilities applied behaviour analysis research and impact network* (**Hastings, Denne**, £319k), developing into the *Positive Behaviour Support Academy (PBS)*, >£3.2million; and *Parenting support*, which evaluated parenting programmes' effectiveness in large-scale trials and then collaboration with LAs and VCSs on take-up and impact in LAs (**Lindsay, Cullen, Totsika**, £2.45million).

3.2 Organisational infrastructure

Development of distinctive areas of work. i) The major discipline development was SEND, including associate professor **Palikara** (SLCN) and, in particular, ID led by **Hastings**, firmly linked to **CEDAR**'s development of networks, collaborations, and PhD programme. Investment in 2 new professors (**Gray, Langdon**), 1 Associate Professor (**Grindle**), 3 Research Fellows (**Flynn, Bailey** and ESRC post-doc **Langley**), has produced a very strong research team in ID/autism led by **Hastings**. **AL** developed capacity and infrastructure to support corpus-based projects and hosts the Warwick English Language Teaching Archive, a unique collection of materials relating to the history of teaching English as a second/foreign language. **E Smith's** appointment as professor expanded our quantitative research capability (large educational datasets: National Child development Study 1958, British Cohort Study 1970, Millennium Cohort Study), plus **Bailey** (experimental design, longitudinal datasets), **Flynn** (systematic reviews), **Lefringhausen** (cross-cultural psychology, intergroup contact and quantitative methods).

3.3 Operational and scholarly infrastructure

Education benefits from Warwick being a top research university. Our library holds one million printed works, c.900,000 electronic books and provides unrestricted access to subject-specific databases and 102,000 electronic journals (**REF5a-4.4**). Warwick's organisation, to which Education staff have made strong contributions, combines central direction and management together with empowered, strong departments; with an intermediate faculty structure whose role is supportive and developmental rather than as another management tier (**Lindsay** Faculty deputy chair, **Hastings** chair Faculty Research and Impact Committee, **MA Cullen** Equality and Diversity Committee). University research strategy is developed iteratively with faculties and departments, overseen by the PVC Research and University Research Committee (**REF5a-2.4**). Research and Impact Services support staff to develop their skills and produce excellent research proposals. R&IS also administers research projects and funding, from proposal, through successful set-up, financial management and closure. **Research Integrity and Ethics** are addressed by university level codes and guidance; at faculty level mainly by the Humanities & Social Sciences Research Ethics Committee, which reviews ethical proposals for all research; and at department level, with support for individual researchers. IT Services provide high quality security systems to protect data, support and training in **Information and Communication**. All research staff have their own up-to-date PC/laptop (1-2 PhDs share computers), and access to the university's network on and off-site. Hardware is purchased through the University; extensive software is available through the University network and home computers. University regulations cover all data storage and use (GDPR). Warwick is arranging secure data access (ONS: SafeHub) for large datasets (**Bailey** accredited). We also engage with Warwick's Global Research Programme: Connecting Cultures, an oral history project about language teaching in Coventry.

3.4 Equality and diversity are considered in all planning and practice. All staff are supported to apply for research funding, either as individuals (including fellowships) or as members of teams. The latter is especially common in **CEDAR** where almost all research is team-based. Teams are constructed with respect to expertise and professional development – supporting staff to develop

research, leadership and management skills. IT Enhancements (eg powerful PCs) are funded by need (eg large dataset analysis). Room allocation follows university space guidelines, typically assistant professors and senior research fellows and above have single rooms; RAs, RFs, part-time staff share rooms. All three departments are very active in *Athena Swan* development: (**Totsika** Faculty committee chair), with many staff at all levels engaged in planning and applications; and Warwick's Race Equality Task Force, set up to take forward the recommendations of the University's Social Inclusion Strategy on race equality issues affecting both staff and students (**Warmington**). The Faculty has led on new E&D facilities, including a breast-feeding facility, within a very strong University developmental agenda. This included a 5-session course for all senior management, including the VC, Provost, Registrar and all HoDs and professional services heads, led by independent consultant, international expert Professor Binna Kandola and c10 experts in specific issues, eg disability, gender, ethnicity and trans.

3.5 Impact support (See 1.3.) Faculty Impact manager and two impact officers provide excellent support: developing impact skills, collaborating with researchers to collect impact data and evaluate impact activity (**REF5a-2.6**). Funding through the *ESRC Impact Acceleration Account* and *Delivering Results* has supported: dissemination conferences eg our parenting research for LA parenting support leads; outreach to teachers in remote areas for developmental work with and resources for language teachers in difficult circumstances, including workshops and support for teacher-led projects; one term's *Impact leave* for three case study leads; and Family Research Ambassadors to help disseminate research findings to family carers, developing a resource to help parents of young children with developmental delay to promote their child's wellbeing. Warwick's *Impact Capture System* provides high quality storage and retrieval capabilities, and our press office has extensive capability for research press releases and links with the media to disseminate our research.

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

4.1 Collaborations and partnerships.

Staff prior experiences as school, FE and university teachers, school leaders, educational psychologists, industry managers, and health professionals, provide a basis for natural, informed collaborations for impacts on practice and policy. Our studies have been enhanced by our primary focus on applied research and commitment to interdisciplinarity, supporting the development of collaborations of varying combinations of researchers, practitioners, and policymakers, including networks whose development we have led, (e.g. Positive Behaviour Support in the UK) and those where we have a collaborative leading role (e.g. SEN Policy Research Forum). We are committed to engaging non-researchers in research practice, and providing training for people with ID, parents, practising language teachers, and other professionals. These strategic developments have been highly successful during REF2021. Our collaborations have grown networks of universities and VCSs to undertake large-scale studies.

Process. Typically, collaborations and networks have been built up over time by staff in various ways but, especially for large collaborations, via a similar progression: starting with small collaborations followed by an iterative process involving addition of researchers/teams to the network to expand expertise and capacity; and of funders recognising the research quality and relevance to their needs/interests through explicit emphasis on impact, e.g. our research on children with ID developed from networks enhanced during REF2021 with other ID research teams, e.g. Cardiff Centre for Trials Research and charity funders. **CEDAR/DES's** acceptance onto the EEF evaluation panel and **Morris's** appointment enhanced the hub-and-spoke model

within Education, leading to new collaborative EEF-funded research; international collaborations have resulted from larger scale University initiatives: *Monash-Warwick alliance*, including 3 studies, and in Europe through *Eutopia* we have begun collaborations with VUBrussels, Gothenburg.

4.2. Successful effective collaborations have enriched the research environment, produced high quality research, contributed to both impact and engagement and secured funding from new sources (e.g. NIHR, EEF, YEF). Examples include, in *Drama Turner-King* is the UK lead researcher on the 5-year international, multi-sited ethnographic study led by Professor Kathleen Gallagher (University of Toronto) '*Global Youth (Digital) Citizen-Artists and their Publics: Performing for Socio-Ecological Justice*'.

Successful collaborative ID studies with other universities and VCSs included 6 randomised controlled trials (RCTs), 3 feasibility and 2 pilot studies; and other non-RCT studies of new interventions e.g.: *Who's Challenging Who?* a programme of staff training to improve staff attitudes and empathy towards adults with ID and challenging behaviour (NIHR: £303k, **Hastings, Flynn**) and *Positive Approaches to Support (E-PAtS)* for families of young children with ID (NIHR: £531k, **Hastings, Lindsay, Totsika**). Cerebra, a research charity focused on children with neurodevelopmental conditions (including ID) and their families, founded a CEDAR Chair in Family Research (**Hastings**); funded **CEDAR** research on families of children with ID continuously since 2014; collaborated with **CEDAR** to recruit families into research (e.g., the *1000 Families Study*); co-funded ESRC collaborative PhD studentships and two other full-time funded collaborative PhD scholarships; and worked collaboratively with **CEDAR** and family carers on two ESRC *Impact Acceleration Account* awards to disseminate research findings to families.

Royal Mencap Society (RMS), the largest ID charity in the UK has had a research relationship with **CEDAR** throughout REF2021: Hastings as research consultant and chairing their External Advisory Forum. RMS senior staff have been co-applicants on major research grants (two funded by NIHR, with **CEDAR** leads and total value >£500k), co-authored research papers arising from these studies, and co-funding a collaborative PhD studentship. RMS research partnership has focused on two key topic areas: outcomes in social care (including skills teaching, and challenging behaviour training), and on families and early intervention. **CEDAR** staff have presented at RMS policy events on early intervention, and RMS have been the delivery partner in a further >£500k NIHR grant to test a new early intervention programme for families of children with ID. RMS also funded preparation of outputs for the Positive Behavioural Support Academy (Impact Case) and organised the consultation exercise for **Hastings'** report to the Nuffield Council on Bioethics on *Non-Invasive Prenatal Testing*.

Impact collaboration additional examples include: the *Developmental Disabilities Applied Behavioural Analysis Research and Impact Network* (Sharland Foundation: £585k, **Hastings, Denne**); the development of the *Positive Behaviour Support Competence Framework* for practice (RMS, £58k) and accreditation standards of PBS (RMS, £20k), both **Denne, Hastings [Case study]**; *Parenting support* collaboration with 11 LAs, VCSs, parenting programme providers (**Lindsay, MA Cullen, Totsika [Case Study]**); and additionally a 5-year collaboration with the Autism Education Trust to evaluate and assist formalising the development of their training programme(s) for the school workforce on the characteristics and needs of children with ASD (£102k, **S Cullen, Lindsay, Hastings, MA Cullen**). Collaboration with Calthorp, a large Birmingham special school, has resulted in funded PhDs and direct impact on the school's curriculum development.

4.3. Wider contributions to society have been made by a range of Education researchers, engaging with diverse communities and publics and producing a wide range of impact on policy and practice. The British Council invited **Liddicoat** to help shape their strategy document on English Medium Instruction based on his research in language planning and policy. **Murray** leads a collaborative project with Shanghai Jiaotong University to deliver professional learning workshops for university teachers of English in remote and rural areas of China and is developing online materials to support ongoing professional learning. **File** ran workshops for professional sports coaches in communication skills based on his discourse analysis work on language use in sporting teams. **Mann** developed a repository of practical resources for using digital video in teaching and learning through his involvement in the *European Video for ALL* educational project, based on longstanding research on using video in language teacher education.

Francis's research on young people's attitude toward religious diversity led to the development of an open access curriculum resource sponsored by the Welsh Government (published in Welsh and English) to promote positive attitudes toward living in religious diverse societies among young learners. We evaluated the *International Food Systems Teaching and Learning* project, a multi-disciplinary, multi-institutional initiative (Warwick, Reading, Oxford, City and LCIRAH) that aims to develop students' understandings of global food systems and offers students experience of multidisciplinary learning and teaching and work placements in the food sector (**Warmington, Dynes, McKenna**).

We have engaged with policy-makers at national and local level, impacting on understandings of educational attainment and inequalities, and on wider debates around future education policy. Researchers specialising in educational leadership conducted three commissioned research and evaluation projects for LAs (Birmingham, Peterborough and Warwickshire) aimed at identifying the most effective strategies employed by schools to raise attainment levels and to close attainment gaps. **E Smith, Morris and Dynes** were commissioned to be the research partner for a cross-parliamentary Education Commission that will provide a template for the future of pre-18 education in England. **Lindsay** chaired Birmingham City Council's *Inclusion Commission* which developed the City's strategy for SEND; and was the research representative on *Bercow: 10 Years On*, the independent review of provision for children with SLCN, and on the Government's Communication Council.

Turner-King's Strategic Project *Unlocking living stories of hope, care and civic engagement in Campus, Canley and Coventry* collaborated with Canley Youth Theatre's Oral History Project. **Winston** and **Lindsay** contributed to developing the RSC's *Associated Schools* programme, designed to expand the RSC's relationships with schools by researching new approaches to teaching Shakespeare. **Francis's** research on student attitude toward the distinctiveness of Anglican primary schools within the state-maintained sector in Wales was employed by the church in Wales to inform the Section 50 inspection process and to effect changes both in policy and practice in order to reflect the responses of schools to the student voice. The project was adopted by Anglican schools within the Republic of Ireland, commended by the Minister of State as exemplary practice, and the model is now under consideration for adoption by the Catholic sector in Ireland.

Communities and publics. Our research within Christian churches (**Francis**) led to an initiative to upskill Muslim educators and imams, leading to a significant benefaction from Islamic foundations to develop parallel streams of research and educational engagement (**Sahin**). **Turner-King's** research includes collaboration with Coventry's Climate Action Network,

inviting youth participants to explore local and global questions of environmental and ecological degradation using verbatim theatre, ethnography and digital media, with Coventry's youth as active co-researchers; and *Audacious Citizenship*, which provides Coventry youth opportunities to connect and share their work within and across global 'locals' in Canada, Columbia, Greece, India and Taiwan, where young people will receive each other's digital-live theatre productions. **Hammond**, collaborating with the Coventry Association of International Friendship, an umbrella group which promotes peace, friendship and understanding through exchange visits with similar groups abroad, has explored the purpose and value of the twinned town and cities movement, including school and business exchanges. **Mann, Pinter, R Smith, Ushioda** delivered professional development workshops, training and presentations based on their research for various non-academic professional audiences such as language teachers, textbook publishers and school managers. **Strelluf** communicated his research to non-academic audiences through community-based projects (part of Coventry City of Culture activities) and extensive work with radio and other media channels. **Williams'** British Academy-funded *Mental Health, Education and Therapeutic Philosophy* project produced a **podcast series** aimed at teenagers, exploring key mental health concepts.

Responsiveness to national and international priorities and initiatives have included four studies of refugees and migrants from Syria and Iran (**Wyness**) exploring children's resettlement and identity formation, considering community organisations, educational needs and transition 17-21 years; and the role of community education, particularly supplementary schools, in supporting identity formation of children of 2nd and 3rd generation Iranian migrants. **Henderson** collaborated with Warwick Law School on *A Fair Chance for Education: Gendered Pathways to Educational Success in Haryana*. This five-year action research project (2017-22) seeks to contribute directly to the educational success of female learners in this Northern Indian state by developing policy-changing interventions. Much **DES** research focuses on raising attainment and closing attainment gaps, including *Closing the Gap: Raising Achievement for Disadvantaged Pupils*, conducted for Warwickshire and Peterborough Councils.

Sustainability of the discipline has occurred through our fundamental focus on interdisciplinarity and applied research leading to impact. exemplified throughout the submission. Other specific examples of sustainability include research by **Denne, Hastings, Grindle** (Sharland Foundation Network grant), which was instrumental in supporting a special disciplinary area of research: *behavioural psychology as applied to ID/autism*. **AL** hosted the flagship annual conference of the British Association for Applied Linguistics (BAAL), September 2014, and has had four staff (**Angouri, Harrison, R. Smith, Wharton**) on BAAL's executive committee, thus contributing to shaping the strategic direction of applied linguistics at a national level. Our dedicated PhD programme has been responsible for shaping the next generation of religious educators on an international level in terms of academic and professional leadership (**Francis, McKenna**). **Hastings** (RMS) and **Langdon** (Asperger East Anglia) were trustees of charities, influencing their research development programmes.

4.4 Measures of esteem/wider influence

Editorship: Education staff held **136** editorial positions as editors or editorial board members of international journals during REF2021.

Editors (9): **Arweck**, *Journal of Contemporary Religion*; **Dauber**, *European Journal of Cross-Cultural Competence and Management*; **Francis**, *Rural Theology*; **Hastings**, *Journal of Intellectual Disability Research*; **Langdon**, *Journal of Applied Research in Intellectual Disabilities*; **Liddicoat**, *Current Issues in Language Planning*; **Lindsay**, *Frontiers in Education: Special Educational Needs*; **McConachy**, *Intercultural Communication Education*; and **Schnurr**,

Leadership (special issue). **Associate Editors** (7, 9 journals) comprised **Gray**, *American Journal on Intellectual and Developmental Disabilities* and *Review Journal of Autism and Developmental Disorders*; **Hastings**, *International Review of Research in Developmental Disabilities*, *Journal of Child and Family Studies*, *Journal of Intellectual and Developmental Disability*; **Francis**, *Journal of Beliefs and Values*, **Lefringhausen**, *Journal of Cross-Cultural Psychology*; **R Smith**, *ELT Journal*, **Warmington**, *Journal of Vocational Education and Training*. Staff also edited special issues: **Lindsay**, *Frontiers in Education*, *Educational & Child Psychology*; **Books series** (5) were edited including: **Warmington** (*Race, Inequality, Social Justice and Education*), **Francis** *Explorations in Practical, Pastoral and Empirical Theology, Religion, Education and Values*. **Editorial boards**: Additionally, staff had >90 seats on journal editorial boards.

Grants committees: Staff reviewed research proposals for 33 funders, UK and overseas including: **Hastings**, a commissioning panel external member for NIHR School for Social Care Research and of the ESRC Peer Review College; **Lindsay**, member of the Academy of Finland's annual review of research proposals on five occasions (psychology or education, once as chair); and **Liddicoat**, **McConachy**, **Strelluf**, (Australian Research Council).

Fellowships: **Francis** and **Hastings** became Fellows of the Academy of Social Sciences; **Langley**, the first graduate of CEDAR's PhD programme was awarded an ESRC post-doc fellowship.

Prizes: **Strelluf** received the American Dialect Society Roger Shuy Award for the best paper in *American Speech* 2019 and the American Dialect Society Audrey Duckert Award 2020; **Angouri** was nominated for the BAAL Book Award 2019; **Hastings** received the 2014 and 2018 *Tizard Learning Disability Review Outstanding Paper* award; **Palikara** received the Presidential Citation Award, International School Psychology Association.

Research and appointment committees. Research: Education staff were substantially involved in national and international research bodies. **Arweck** has been a member of several international associations of research into religions and education including the Association for the Sociology of Religion, where she was chair of the International Liaison Committee and American Academy of Religion. **Henderson** is a member of the Governing Council, Society of Research into Higher Education. **Hastings** sat on four National Institute of Excellence for Health & Care (NICE) committees; is chair of the RMS External Advisory Forum and Research Adviser for the charity Sibs (for siblings of disabled children and adults). We also provided expertise to government. **Liddicoat** was a member of the recruitment panel for the Barcelona government Serra Hunter Post-doctoral Programme in Spanish and Catalan Language and Literature education. **Lindsay** was Specialist Adviser to the House of Commons Education Committee in its examination of the Children & Families Bill 2014, and member of three DfE-funded SEND research steering groups.

Professorial: Staff advised as members of >35 appointment panels for senior posts (including 34 professors) in the UK and overseas e.g.: US, Canada, Australia, Israel, and Saudi Arabia.

Invited talks, conference chair roles

Education staff were frequent contributors to top international conferences, a total of >500 presentations. Of these, >260 comprised invited/keynote papers. Overall, these presentations were made across many countries, including Europe (42), e.g. US, Australia and Canada. Conferences included the Royal Society, AERA, BERA, European Educational Research

Association, Social Scientific Study of Religion, Society for the Scientific Study of Reading, Society for Research in Higher Education, British Association for Applied Linguistics, English Language Teachers Association of India, World Congress of the International Association of Applied Linguistics, British Psychological Society, Australasian Society for Intellectual Disability, Association for Child Psychology and Psychiatry.

Research proposals Over **45** staff reviewer appointments for UK and overseas funders included: **UK**, ESRC, AHRC, Nuffield Foundation, Leverhulme, National Institute for Health Research, Medical Research Council, Engineering and Physical Sciences Research Council, Chief Scientist's Office (Scotland), Research and Development Office (Northern Ireland); **European**: Swedish Research Council, Swiss National Science Foundation, Nordic Council of Universities, Netherlands Initiative for Education Research, and Belgian Science Policy Office; **Beyond Europe**, proposals were reviewed for the National Health and Medical Research Council (Australia), Hong Kong, National Institute of Education Singapore, and the Ontario Center of Excellence for Child and Youth Mental Health (Canada).

Doctorate external examining. Staff examined **174** doctoral research theses, 163 PhDs and 11 professional doctorates in education, educational psychology or clinical psychology. Those in **UK** universities included Oxford, Cambridge, UCL, KCL, Durham, Manchester, Birmingham; **Europe** included KU Leuven, Helsinki, University College, Dublin, Groningen, Gothenburg; **Australasia**, Australian National University, Auckland, Sydney, Monash; **US** Pittsburgh, Northwest Missouri State; **Other**, Universiti Putra (Malaysia); National Institute of Technology Rourkela (India); Cape Town, Stellenbosch, Hong Kong University.