

Institution: University of Exeter
Unit of Assessment: 23
<p>1. Unit context and structure, research and impact strategy</p> <p>1.1 Context</p> <p>Research in the Graduate School of Education (GSE) (based in the College of Social Sciences and International Studies) focuses on the complex interaction of educational theory, policy and practice within and across disciplinary and professional contexts. Our five Research Centres, with expertise in writing, special educational needs, STEM education, professional learning, and social mobility, work collaboratively with a broad range of beneficiaries including practitioners, industry, policymakers and third sector organisations, to address educational issues. Its co-location on the St Luke's Campus of the University of Exeter with the College of Medicine and Health (CMH) and close relationship with the Wellcome Centre for Cultures and Environments of Health has provided opportunities for the cross-fertilisation of ideas for research (see 1.3) and triggered investment in shared facilities (see Section 3). The formation of an interdisciplinary planning group and institutional support for the St Luke's Campus research show-case events for staff and post-graduate students adds further impetus for collaboration on GSE's future research priorities in inclusive approaches to health and wellbeing in schools, and the impact of digitalisation and AI on professional education (see 1.5).</p> <p>In 2014 we set out five aims for the subsequent REF period:</p> <ol style="list-style-type: none"> I. Secure sustainability by recruiting high quality research staff to reach a staffing base of 30 active researchers – we have overachieved this with 42 (see Section 2) II. Invest in the development of our Research Centres to achieve a minimum of 5 core members – this has been met and, in most cases, exceeded (see Table 1) III. Strengthen international partnerships by each Centre having at least one key international partner and an international collaborative grant – this has been met (see 1.3) IV. Strengthen the intellectual climate and research experience of our doctoral students through engagement with the Economic and Social Research council (ESRC) Doctoral Training College – this has been addressed (see 1.2 and Section 2) V. Develop greater understanding of impact with each Centre developing its own impact strategy – impact is firmly embedded in our Centres, as demonstrated by the portfolio of Impact Case Studies submitted for REF 2021 (see 1.3). <p>1.2 Structure</p> <p>GSE's operational structure is based on Research Centres augmented by interconnecting networks (Table 1). Centres provide critical mass to support the career development of Early Career Researchers (ECR) and Post Graduate Researchers (PGR), encourage collaborative working, build sustainable external partnerships, and create impact by increasing visibility as a conduit for knowledge exchange with stakeholders. Our Centres support interdisciplinarity, driving research collaboration across disciplines (see 1.3 and 4.1). Staff choose to be core members of one of our Centres and may also be an associate member of another Centre. The boundaries of Centres are permeable and form coalitions of activity and research interest for staff at every career stage and for our diverse PGR community.</p> <p>Research is co-ordinated by the Director of Research (DoR) who sits on the GSE Executive Group and the College of Social Sciences and International Studies (SSIS) Research and Impact Strategy Group (RISG). RISG provides a forum for DoRs from across SSIS to respond to external opportunities, identify future directions of research and share good practice. The Associate Dean for Research (ADR) chairs RISG and supports the alignment of the development of the GSE strategy with College and University of Exeter (UoE) priorities. Centre and Network Leads constitute the Director of Research Advisory Group (DoRAG). They are responsible for preparing annual research plans and managing a budget from SSIS to pump-prime research activity. In the current REF period, more than £88k has been distributed to support activities including cross-professional student internships, hosting seminars to disseminate research and funding for post-doctoral support for preparation of research bids.</p>

Table 1

Research Centres	People	Networks
Centre for Research in Writing (CRW)	Myhill – Abdollahzadeh, Dowdall, Durrant*, Jones, Newman Watson, Wilson, Zhang	Language and Education (LEN) Race, Ethnicity and Education (REEN) Creativity and Emergent Educational Futures (CEEN) Religion, Spirituality and Education (RSEN)
Centre for Special Educational Needs and Disability (SEND)	Norwich – Anglin-Jaffe, Black, Boyle, Knowler, Koutsouris, Lawson, Moore, Rivzi**	
Centre for Research in STEM Education (CRISTEME)	Dillon – Chappell***, Fujita, Hetherington, Kleine-Staarman, Larkin, Mansour, Ralph	
Centre for Research in Professional Learning (CRPL)	Baumfield & Mattick – Allan, Doney, Freathy****D. Hall, E.Hall, Robinson, Stentiford, Walshe, Xiao	
Centre for Social Mobility (CSM)	Mountford-Zimdars & Sinclair – Banerjee, Barg, Elliot-Major	

Centre Leads in bold. *Lead for Language and Education Network **Lead for Race, Ethnicity and Education Network ***Lead for Creativity and Emergent Educational Futures Network ****Lead for Religion, Spirituality and Education Network

Each member of staff is allocated an Academic Lead to advise on research plans and provide support. Staff can apply for study leave every three years and are actively encouraged to build this into research plans. Support for conference attendance and other research networking activity is provided by individual Annual Research Allowances, which can be used flexibly. ECRs and PGRs are actively involved in developing our research culture through membership of Centres and by their representatives on the Research Review Group (RRG), which meets bi-monthly. The DoR's annual budget funds the annual St Luke's Day Lecture, additional external lectures with speakers nominated by Research Centres and three Research Development Workshops for all staff. Administrative support for research applications and awards is provided by a dedicated Research Development Manager and academic support through an internal peer review process. We are also able to draw on support from the SSIS Business Partner and the UoE Innovation, Impact and Business (IIB) Directorate. The ADR holds a discretionary budget for pump-priming projects leading to external grant applications such as the scoping review of literature on characteristics of professional learning by CRPL. College funded mobility fellowships fund visits to overseas partners and facilitate invitations to visiting fellows (see 1.3 and Section 3). UoE is one of 26 institutions to receive £1.1 million ESRC Impact Acceleration Account (IAA) funding (see Institutional Level Environment Statement 4.10 (hereafter ILES)). Researchers in GSE secured £77k IAA funding for work on educational solutions to social and economic challenges. Projects funded through IAA include: CRPL with partners from NHS Trusts and the Department of Health Northern Ireland on optimising feedback conversations, contributing to a successful Marie Curie bid worth £50k; CRISTEME with the Science and Technology Facilities Council to develop the creative pedagogy for the successful Erasmus+ grant worth €76,776; SEND and the National Association for Special Educational Needs on the use of Lesson Study with outcomes recognised in one of our Impact Case Studies.

The ESRC South West Doctoral Training Partnership (SWDTP) provides opportunities for our PGR students to benefit from interaction with leading social scientists beyond the university, access to innovative research methods and to sources of funding (ILES 1.8). The Effective and Innovative Communication of Research Conference which had input from both academics and students was hosted by GSE with 150 people attending. One of our PGR students is organising a national Research Ethics Conference in 2021 (see 1.4). The Cohort Building Fund supported a series of 'Shut Up and Write' sessions organised by a PGR and attended by an average of 10 people over 23 sessions (also see Section 2). Our annual Staff-Student Research Conference, a co-created event led by PGRs, augments the activities of the SWDTP by providing an opportunity to present education focused research.

1.3 Research and Impact Strategy

Our Research and Impact Strategy is co-created by all research-active colleagues, guided by our aims and mediated through their participation in setting Research Centre priorities. This is reflected in how we have addressed our key areas of development (see 1.1), and in our future goals (see 1.5)

- Recruitment (also see Section 2)
 - We have built research capacity in specialist areas: professional learning in teacher education and medical education, leadership and international policy studies, environmental education, applied linguistics, inclusive education and psychology, social mobility;
 - Extended our expertise in: quantitative research methods, secondary data analysis and data linkage
- Research Centre Development (also see Centre profiles below)
 - Introduced annual reviews of Centre plans to balance individual career trajectories with inclusive groupings;
 - Refocused the remit of the Centre for Research in Higher Education to encompass learning across the professions and form a new Centre (CRPL) with co-leadership from GSE and CMH;
 - Extended the scope of STEM research to include Environmental Education and Sustainability to form CRISTEME;
 - Established a new Centre for Social Mobility with co-leadership from GSE and the University's Director for Widening Participation;
 - Improved connectivity between Centres and Networks to facilitate cross-fertilisation of ideas, provided funding to support networking activity and established a new network (REEN)
- International partnerships (also see Centre profiles below)
 - Promoted collaboration using internal funding for outward and inward academic mobility;
 - Staff research workshops on international links facilitate sharing of practice across Centres;
 - Created a Global Champion role to support cross-College networking;
 - Built evidence of partnerships into Centre annual reviews
- Doctoral students (also see Section 2)
 - Identified formal roles for PGRs in Centres and links to SWDTP;
 - Included introduction to Centres in the induction programme;
 - Increased funding for the annual Staff-Student Research Conference;
 - Linked students directly to Centres at the application stage
- Impact
 - Appointed a Professor of Practice (see section 4)
 - Appointed a Director of Impact based in the Department of Sociology, Philosophy and Anthropology with a cross-college role to work with Centre Leads and share practice across the Social Sciences;

- Established the Exeter Partner Research Community to co-ordinate research engagement with schools (see section 4)
- Worked with the Innovation, Impact and Business (IIB) Directorate to raise awareness of funding and support (see section 3);
- Held staff research workshops to share good practice.

The Centre for Research in Writing (CRW) is the only research group nationally to focus exclusively on writing, across all age ranges and across L1 and L2, and has achieved international recognition for research in the study of writing and the teaching of writing (see Impact Case Study). CRW received the ESRC Outstanding Impact in Society award in 2014 and works with stakeholders, including Pearson and Babcock Learning Development Partnership, in the design of commercial and non-commercial innovative pedagogical resources. Links with the Language and Education Network (LEN) extend the scope of research to include perspectives from Applied Linguistics, TESOL and linguistic theories on the text as a language artefact (Durrant, Li, Meier, Zhang). The relationship between traditional and digital literacy and the development of students' writing ability in relation to digital texts and technologies is a developing area of research (Watson). Key international collaborations include: research with the Australian Systemic Functional Linguistics group in the Universities of Sydney, Wollongong and Melbourne funded by the Australian Research Council; with the National Standards for the Assessment of Writing (NORMS) group at the Norwegian University of Science and Technology and representation on the International Advisory Board (Myhill); the Language Teaching and Learning (GREAL) group in the Autonomous University Barcelona, consolidated by a Spanish Research Council funded two-year secondment of a lecturer to work with researchers in CRW.

Researchers in the **Centre for Special Needs and Disability (SEND)** work with colleagues in the College of Medicine and Health (CMH) and Psychology to develop holistic understanding of the relationship between children's mental health, behaviour and academic attainment (Norwich, Moore and Koutsouris). GSE hosts the doctoral training programme for Educational Psychologists in the South West and the regional consortium for the training of Special Educational Needs Coordinators (SENCOs) in schools supporting collaboration with practitioners. SEND is leading innovation internationally in the adaptation of Lesson Study for use with SEN pupils; this work is the focus of one of our Impact Case Studies. Recent appointments (Knowler and Rivzi) and links with the Race, Ethnicity and Education Network (REEN) extend the scope of research to address diversity and inclusion in schools. Key international collaborations include: with University of South Florida on comparative research on SEND provision, reciprocal academic exchange visits that led to joint publications and a study visit for SENCOs from Florida; an Erasmus+ project on supportive practices for inclusive schooling with University College Syddanmark.

The recruitment of a specialist in Environmental Education to lead the **Centre for Research in STEM Education (CRISTEME)** refocused activity to address global challenges through creative approaches to transdisciplinary educational practice. Fujita and Kleine-Staarman are members of the national Institute of Coding working with Computer Science, the Q-step Centre (a UK-wide £19.5 million programme to promote a step-change in quantitative training in the British social sciences education) and the Institute for Data Science and Artificial Intelligence (IDSAI) at Exeter and with industry to enhance students' digital skills. Dillon is a key partner in the Transdisciplinary Network for Climate Change Education with Bristol, Bath and Cardiff Universities. Links with the Creativity and Emergent Educational Futures Network (CEEN) opens access to creative practitioners; for example, with Trinity Laban on a Wellcome Trust funded project on Dance and Health. CRISTEME's pedagogical framework to promote creativity and engage young people in science (Chappell and Hetherington), co-created with partners in the College of Engineering, Mathematics and Physical Sciences (CEMPS), the University of Birmingham, University of Bayreuth and the Science and Technology Facilities Council is used by teachers in 11 countries. Key international collaborations include: Shinsu University, with research on dialogic inquiry-based instruction in mathematics, funded by Daiwa (Fujita) and Qatar University, with research funded by the Qatar National Research Fund (Mansour) on science education; Western Norway University of Applied Sciences, where Chappell is an adjunct professor, on transdisciplinary educational practice.

The Centre for Research in Professional Learning (CRPL) was established in 2015 with the appointment of a Professor of Professional Learning and secondment of a Professor of Medical Education from CMH to provide scope for cross-professional research. The appointment of a Professor of Leadership and Policy further strengthened expertise in researching both the changing context for professional learning and key points of transition in the initial and continuing education of professionals. The BERA Research Commission 'Cost, Value and Quality in Professional Learning' promoted collaboration with the Association for the Study of Medical Education (ASME) and between health and education economists in the UK and Australia. CRPL is one of only 20 centres, and the only centre with a cross-professional focus, invited to the international Rogano Meeting of researchers, PGR and post-doctoral students in medical education. CRPL collaborates with researchers at Monash University and the University of Sydney on medical education, with the Change Laboratory in the Centre for Research on Activity, Development and Learning (CRADLE), University of Helsinki, University of Education, Lahore and Department of Human Development and Family Studies, MSU Baroda. CRPL's research informs teacher education policy internationally through consultancy for the National Council for Teacher Education, India (Baumfield); Higher Education Commission, Pakistan (Baumfield); MOFET Institute, Israel (Walshe). Recent investment in the appointment of an ECR in data science and AI equips CRPL to address the impact of digitalisation on the professions, working with the Q-step Centre and IDSAI to develop research on the implication for the Future of Work.

Key to the work of the **Centre for Social Mobility (CSM)**, our most recently established research group, is the formation of a community of evidence-based practice through dialogue between students, researchers, practitioners and policy makers. Co-leadership of CSM by a leading researcher in social mobility and the Head of the University's Professional Services team with responsibility for Widening Participation enables close integration of research and practice. The appointment of the first Professor of Practice focusing on social mobility in the UK to work closely with schools, universities, employers and policymakers supports dissemination and the impact of CSM in the region and nationally. The work of CSM was highly commended in two categories - Innovation of the Year, and University of the Year - in the UK Social Mobility Awards 2020. Researchers in CSM work with the Office for Students, Office for Fair Access, the Fair Education Alliance and HEFCE to provide an evidence base for the evaluation of interventions and promotion of best practice across the sector. CSM collaborates with the Centre of Excellence for Equity in Higher Education, University of Newcastle, Australia and hosted a doctoral scholarship student from the University of Michigan. Investment in the appointment of ECRs with expertise in quantitative sociological methods and comparative studies (Banerjee and Barg) has extended the international reach of the research, whilst supporting collaboration with the Q-Step Centre and contributing to the achievement of GSE's future research goals (see 1.5).

1.4 Research Integrity and Open Access

Ensuring the visibility and integrity of our research underpins all our structures, in line with the University's commitment to the Concordat to Support Research Integrity (ILES 2.9). We maintain 100% ORCID registration and encourage colleagues to disseminate their research to maximize inclusion and impact. Open Research Exeter (ORE) is one of the top ten repositories in the UK (ILES 2.8). The 'Request a Copy' service facilitates access to outputs during the period of embargo and a high proportion of requests are for the work of researchers in GSE (the top two most frequent requests in 2019). GSE adds value to institutional level support through its policy and practice networks, ExPLAIN and the ExeterPartner Research Community. We draw on the editorial expertise of senior staff and roles in major educational research associations (Baumfield, Dillon, Myhill) to disseminate best practice regarding Open Access (see section 4). We developed one of the University's most popular MOOCs: '21st Century Education Challenges', over 11,375 people have enrolled on this course. Research permeates teaching and we support our PGT and PGR students as ambassadors to the policy and practice communities to which they belong (see Section 2). For example, each Centre nominates a PGR representative to communicate research activities to the wider community through social media.

We have a research ethics approval process designed to meet the needs of educational researchers, with an Ethics Officer based in GSE who reports to the University Ethics Committee. Staff and students in GSE are active in current debates in research ethics, Mountford-Zimdars was a member of the working group to develop the fourth edition of the British Educational Research Association's Ethical Guidelines. Our PGRs are organising a national conference in June 2021, supported by the SWDTP, to raise understanding of the importance of practical ethics and research by sharing knowledge and best practice.

1.5 Future Goals

- I. Build on our investment in key appointments to consolidate research in writing and STEM and strengthen our contribution to emerging research priorities in inclusive approaches to health and wellbeing in schools, and the impact of digitalisation and AI on professional education

Demonstrated by:

- A large scale collaborative project involving a key international partner in each of our Research Centres to enrich our research and enhance our ability to deliver transformational benefits to society
- Involvement in an interdisciplinary bid in a UKRI priority area with a staff member as PI

- II. Continue to embed impact by putting public engagement at the heart of our research strategy through co-production with local users and beneficiaries

Demonstrated by:

- Evidence of increased local user participation in the preparation, conduct and dissemination of research projects in each of our Research Centres
- Expansion of activities of the ExeterPartner Research Community

- III. Sustain the vitality of our research culture

Demonstrated by:

- Diverse income streams: building on partnerships with industry (see 4.2) to access sector-focused funding; strengthening links with research institutes to support external consultancy; securing philanthropic funding to support post-doctoral researchers
- Career progression of Centre members shown in the retention and promotion of staff during the REF period
- Evidence of active participation of PGRs in developing Research Centre priorities and engagement in our Research Review Group

2. People

2.1 Staff Support and Career Development

We have maintained a steady upward trajectory in the fulfilment of the aims of our staffing strategy over the previous two REF cycles. In 2008 we highlighted the need to strengthen research-led teaching, continued commitment to this can be seen in the representation of senior researchers across our teaching programmes. In 2014, attention was focused on re-balancing the demographic profile of GSE to build for sustainability and establish new posts within our Research Centres. We have exceeded the target we set to increase the staffing base to 30 active researchers within the REF cycle and currently have 42 staff in the Education and Research (E&R) job family (38.4 FTE). Recruitment is driven by our research strategy to ensure that areas of strength remain vital whilst providing the expertise to address new educational challenges and opportunities in interdisciplinary teams (see 1.3). In this REF period we have appointed senior researchers to provide leadership in priority areas; professional learning (Baumfield), environmental education (Dillon), policy studies (Hall) and applied linguistics (Zhang) and expanded capacity in secondary data analysis and data linkage (Banerjee, Barg, Moore and Xiao). Our current staffing profile demonstrates our commitment to promoting gender equality and building research capacity at all career stages (see Table 2).

Table 2

<i>Grade</i>	<i>Ratio E&R staff</i>	<i>Ratio Male to Female</i>
Professor	10:42	5:5
Associate Professor	7:42	2:5
Senior Lecturer	17:42	6:11
Lecturer	8:42	3:5

As a School of Education, we take pride in our achievements in developing a cohesive group of researchers with a balance of staff following the traditional route in HEIs of doctorate, post-doctorate post and appointment to Lecturer with those who join us from a professional career. We benefit from the opportunities of close links with the professions these colleagues bring and are sensitive to their needs as ECRs with years of experience at a senior level in their previous posts. In GSE we combine access to university-wide support with bespoke provision in a combination of formal and informal opportunities. We have developed a tailored induction programme to welcome all newly appointed staff into our diverse community. Staff have individual appointments with the DoR, the Director of Education (DoE) and our Directors of Doctoral Studies (DDS), to discuss research plans and their role in our teaching programmes. When the university introduced Academic Leads (ILES 3.6) as part of provision for staff development, GSE combined this with the role of Research Mentor. Consequently, Academic Leads in GSE not only fulfil the responsibilities of supporting colleagues through the annual Professional Development Review (PDR) process but are also the reviewers of draft and final publications and provide a sounding board for the development of individual research plans. In this way criteria for promotion, recognition and reward are inflected in a fully integrated relationship. The HoD chairs a meeting of Academic Leads at the conclusion of each annual PDR cycle in which common issues emerging from the individual meetings are identified. The meetings address any concerns and share best practice in supporting the development of staff, and these elements are then incorporated into key performance indicators set by the GSE Executive Group. Study Leave is an opportunity for staff to consolidate or reset research plans and develop collaborations; in GSE we have been pro-active in developing an annual cycle of advice and support from the DoR and HoD for potential applicants. Colleagues returning from Study Leave submit a report of their achievements against the goals they had set and share their experience on how to make best use of the time with staff.

Time is allocated in the workload model for new staff to participate in the Professional Development Programme (PDP) supporting new lecturers throughout the probation period, normally 3 years but can be completed in 1 year, leading to promotion to Senior Lecturer in 5 years if targets are met. All newly appointed staff are also enrolled in the Academic Professional (AP) programme and gain Fellowship of HEA (ILES 3.5). Participation in the programme facilitates the building of networks with colleagues joining the university from a range of different disciplines, and is strengthened by the engagement of researchers from the Centre for Social Mobility and Centre for Research in Professional Learning who teach on the programme. Academics from all disciplines who receive 'Dean's Commendations' on AP are encouraged to present their work at the GSE annual Staff-Student Research Conference. The three principles of the Researcher Development Concordat underpin the 'Exeter Academic' process which guides development at all stages of an academic's career (ILES 3.3). In GSE, we provide additional tailored support for professional and career development through termly Research Workshops and Staff Development Days, and Centre and Network led activities. We have a designated member of staff with responsibility for promoting Wellbeing with a budget to fund activities. GSE also values opportunities to promote an inclusive environment and culture through informal activities promoting wellbeing. For example, we meet every Wednesday for coffee and cake and have a termly social event to which staff, students, partners and children are invited. The GSE Community Cultural programme organises events for staff and students and is supported by the Annual Alumni Fund. During the pandemic we have continued to meet 'virtually' through invites to Teams and Zoom meetings.

GSE balances the attraction of outside talent with investment in the next generation of educational researchers by supporting our own doctoral students into their first academic posts. Research Centres play a vital role in such capacity building through their active engagement of

PGR students and transition to becoming ECRs. For example, PGRs participate in the discussion of Centre research plans, are included in bid writing teams and co-present in symposia at academic conferences. Current academic staff in CRW (Jones, Newman, and Watson), SEND (Koutsouris), CRISTEME (Hetherington, Mansour, and Ralph) and CRPL (Doney and Stentiford) were previously doctoral students in GSE. The success of our efforts to support the development of staff in GSE is evident in our record in retaining and promoting talented researchers. During this REF cycle, there have been 18 promotions, 5:13 male to female staff, two of these were from Associate Professor to Professor. As an inclusive community, we also support colleagues in the Education and Scholarship (E&S) job family looking to develop their research careers by undertaking doctoral study. Currently three members of staff are following the MPhil/PhD route whilst another is completing a PhD by publication.

2.2 Research Student Support and Development

As a graduate school, supervision is a central focus of our academic work and we benefit from the wide range of interests and professional experience of our students who are a source of vitality, contributing to the research environment through the creative renewal of ideas. We are fortunate in being able to work with sponsored international students holding senior positions in the education systems of their home countries. The professional backgrounds of our PGRs strengthens links with policy and practice locally, nationally and internationally and partnership with third sector organisations, such as Babcock LDP. GSE offers three programmes, PhD and two professional doctorates, the EdD and DEdPsych. It is testimony to the reputation of our research in GSE and the quality of supervision that in an increasingly competitive climate we continue to attract PGR students in significant numbers (167 FTEs in 2017/18) and secure funded studentships from research councils. In the census period we have maintained a record of successful completions. The PGR FTEs per staff FTE also is strong at 5.09 in GSE. The full break down of awards for the census period is below:

PGR Programmes	2013/ 14	2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	Grand Total
DEDPSYC Educational Child and Community Psychology	9.0	9.0	5.0	9.0	9.0	10.0	11.0	62.0
EDD Education (PT)	7.0	5.0	4.0	5.0	1.0	8.0	1.0	31.0
EDD Educational Psychology (PT)		1.0		1.0				2.0
EDD Mathematics Education (PT)	2.0	1.0						3.0
EDD Special Educational Needs		1.0						1.0
EDD Special Educational Needs (PT)			3.0				1.0	4.0
EDD Special Needs and Inclusive Education							6.0	6.0
EDD TESOL (Dubai)		1.0		1.0	1.0			3.0
EDD TESOL (Exeter)		3.0	4.0	5.0	2.0	7.0	1.0	22.0
EDD TESOL Exeter (PT)	5.0	3.0	6.0	6.0	6.0	5.0	5.0	36.0
PHD Education	5.0	4.0	2.0	4.0	3.0	4.0	2.0	24.0
PHD Education (DL)	1.0				2.0	1.0		4.0
PHD Education (PT DL)					3.0			3.0
PHD Education (PT)	2.0	4.0	3.0	4.0	2.0	1.0		16.0
PHD Education (UCP Marjon)		1.0		1.0				2.0
PHD Education 4 Year	9.0	16.0	13.0	7.0	11.0	8.0	17.0	81.0
PHD Education 4 Year (DL)				1.0				1.0
PHD Education 4 Year (PT DL)				1.0			1.0	2.0
PHD Education 4 Year (PT)	2.0	1.0	1.0	3.0		1.0		8.0
PHD Medical Studies					1.0			1.0
PHD Medical Studies (PT)							0.2	0.2
Grand Total	42.0	50.0	41.0	48.0	41.0	45.0	45.2	312.2

Given the volume of PGR students, we have two Directors of Doctoral Studies (DDS). The DDS roles were previously determined according to responsibility for the PhD or the professional pathway, however, this has been revised to promote greater integration across the PGR community. One DDS is responsible for strategic planning and development to enhance the student experience and one focuses on monitoring current students' progression. The role of DDS is fully integrated into the leadership team and research strategy development in GSE. Termly meetings of the SSIS Graduate Research Strategy Committee enables DDS to meet with the Director of Postgraduate Research, the ADR and DDS from other disciplines, support staff and student representatives. A PGR liaison forum meets once per term in GSE for supervisors to discuss broad PGR issues.

All PGR students are supported by a pastoral tutor, a dedicated postgraduate research office and from 2019 an education advisor for health and welfare (ESAW). We have been successful in securing an increase in dedicated support from the PGR team for GSE and their location on the St Luke's Campus provides easy access for students. The PGR Support team facing GSE has seen an increase in FTE and number of staff in the past 12 months from 2.38 FTE to 2.78 FTE. In addition to this the School has access to the dedicated SSIS PGR manager. Annual Monitoring Review (AMR) and upgrade panels provide opportunities for students to comment on their supervisory experience and for student progress to be monitored against submission targets. They form a key part of our quality assurance for the doctoral experience and feedback from our students, from external examiners and sponsors informs changes made to improve provision. PGR students have a leading expert in their research field as primary supervisor, accounting for 80% of the supervision hours and a second supervisor with complementary skills and experience. We responded to the needs of professionals on the EdD route by changing to a part-time only programme, with three core taught elements attended by all students to increase opportunities for learning across professional contexts.

The aspiration expressed in REF2014 to develop mechanisms by which students are linked to our Research Centres has been realised through changes to our admissions process to establish contact with Centre Leads at the point of application. We have restructured our PhD programme from the MSc/PhD route to the MPhil/PhD route to ensure greater focus on students working with their lead supervisor from the beginning of their studies. Students on the EdD programme are also allocated a lead supervisor on admission. The induction programme for students includes presentations by each Research Centre and Network of their research themes and social events. Once aligned with the relevant Centre PGRs are fully integrated in all Centre activities; they attend events, take key roles such as developing the website or leading meetings. Each Centre and Network nominates two PGR representatives to attend the RRG and inform planning of research focused activities in GSE. Specialist input from the Centres is augmented by whole school opportunities to develop as future researchers such as the Annual Student-Staff Conference organised by a committee led by our PGRs and the Educational Theory Reading Group. Students are encouraged to create peer support research focused groups. In 2019/20 students set up a special interest group focused on ethics with support from the DDS. PGRs in GSE have a research allowance, access to travel bursaries and funding to run sessions to develop research skills, such as 'Shut Up and Write' which were very popular with students (and staff). Whilst overall levels of satisfaction amongst our PGR community remain in line with those of the sector and discipline, we are mindful of what we can learn from the Postgraduate Research Experience Survey (PRES). We continue to work on developing an inclusive research culture that supports our students' wellbeing, making full use of internal channels for feedback and periodic reviews. In 2018, a review of PGR support and provision in GSE led by a senior academic focused on the use of physical space; student engagement and representation; administration and communications. Subsequent improvements include; strengthening the student liaison committee, creation of a PGR student hub with room for students to meet and socialise, monitoring connections between students and research centres, the development of the PGR induction programme and the re-organisation of PGR student desk space.

Cross-fertilisation of ideas within our PGR community is extended by the work of the Exeter Doctoral College (EDC) and the Doctoral Research Forum. The EDC co-ordinates support, training and administration for PGRs across disciplines in the university and organises an annual Postgraduate Research Showcase. EDC supports future employability by offering the Learning and Teaching in Higher Education (LTHE) qualification and GSE supports PGRs in planning, observing and evaluating teaching. The university is part of the ESRC South West Doctoral Training Centre (SWDTC), providing opportunities for collaboration and access to funding. For example, PGRs in GSE organised a workshop on 'Creative Interviewing' for students in the South West based on their own research with input from external experts. PGRs also gain experience in applying for external funding e.g. the 2019 British Association of Applied Linguistics (BAAL) international seminar. The confidence such support gives to members of our PGR community is evident in individual achievements such as becoming a BERA ECR Network representative.

2.3 Equality, Diversity and Inclusivity (EDI)

Fostering an inclusive and diverse community of researchers at all stages in their careers in common endeavours is a principle fundamental to our work in GSE. As seen in Section 1, research in GSE addresses EDI, widening participation (WP) and disability with staff contributing to UoE wide initiatives. CSM works directly with Professional Services on WP facilitated by co-leadership (see 1.3) and the work of SEND feeds into the SSIS EDI Committee. Women are well-represented in research-related leadership roles in GSE, the DoR, Director of Impact (DoI) and one of the two DDS; three of our five Research Centres are led by women. Recent appointments and promotions have contributed to gender equality at Professor and Associate Professor grades and to the diversity of our staffing profile. Staff have the same rights to research support and access to internal pump-priming funds whether working part-time or full-time, and provision is made for flexible/remote working. Where research careers are interrupted, Academic Leads are actively involved in planning for the resumption of research activity. Research-related events for the year take account of different work patterns and commitments of staff. The University is a Silver Athena Swann Award holder and we adhere to guidelines for timetabling meetings in the working day to take account of caring responsibilities and identify clearly which are core and optional for attendees. We have an open and transparent process for reviewing grant applications in our Research Centres and the Research Review Group, which involves researchers at all stages in their careers. Publications are reviewed by Academic Leads as a regular feature of research development and colleagues receive formative and summative feedback. The DoR, HoD and Industrial Strategy Champion, who have completed unconscious bias training, select outputs for REF to represent the profile of research in GSE and are informed by the judgements of external Critical Friends, which are also shared with staff. The Director of Impact works with Centre Leads with support from IIB to promote impact and dissemination of research. Potential Impact Case Studies for inclusion in the REF submission were identified and support provided to researchers through workshops and individual consultations. The final selection of Impact Case Studies was an iterative, open review process by a panel convened by SISS.

Our Equality and Diversity Officer, a researcher in inclusive practice (Knowler), plays a strategic role raising awareness of the importance of positive perceptions and experiences for everyone who takes part in research activities within GSE. Key aspects are developing knowledge and competence in relation to the University's Equality, Diversity and Inclusivity Strategic Goals 2019-2025, embedding culture change and awareness of people's experiences at individual, system and organisational level. Practical activities relate to Equality Analysis within GSE feeding into the University Inclusivity Committee and supporting reporting incidents of harassment or discrimination through our confidential reporting and advice initiative 'Exeter Speaks Out' All staff complete mandatory training on EDI as part of induction and renewed every two years, Evidence of ability to work effectively within diverse research cultures is built into probation, annual PDRs and promotion criteria. The EDI Officer line manages our Race Equality Resource Officer (RERO) who has a primary responsibility for supporting Black Asian and Minority Ethnic (BAME) students on our Initial Teacher Education (ITE) programmes. The Race and Ethnic Education Network organises seminars for staff and students, for example the recent series on decolonising

education. We actively encourage staff and students to seek advice, ask questions and report incidents.

3. Income, infrastructure and facilities

3.1 Income

During this REF cycle, we have built capacity to reposition our research to face a wider range of funders and ensure resilience in a highly competitive and rapidly changing funding environment. We have maintained the level of our research income per FTE despite the challenges by achieving better distribution across potential funding sources. Currently we have an average (median) of £18,197 per FTE research income, distributed across the following HESA categories:

Research Councils	30%
UK government	24%
UK charities	22%
EU	18%
Other	4%

Recognition of our work in policy and evidence informed practice is evident in increases in funding from government and sustained EU funding for comparative research on provision for teachers' professional education over consecutive projects (RETAIN, ProTEACH and ProMENTOR) spanning the REF period. The devolved structure of Research Centres enables the integration of small bids into clusters of expertise facilitating access to participation in larger consortia. Securing income for interdisciplinary research with partners in Computing Science from new funding sources such as the Institute of Coding project are a positive indicator for the success of this strategy.

We have a steady income stream from research consultancy, which broadens and deepens our collaboration with stakeholders and third sector organisations. We contributed 43% of the College of Social Sciences and International Studies target for income from research consultancy during this REF period. We work with major educational publishers to translate findings into practice e.g. Pearson and Oxford University Press; with schools to develop evidence informed practice; advise specialist centres and universities overseas. Consultancy reflects our commitment to disseminating research to inform policy and practice and provides benefits for future research in terms of access, data and potential collaborators on funding bids.

3.2 Infrastructure

Our location within the College of Social Sciences and International Studies provides targeted support and the benefits of close interaction with colleagues from across the social sciences. Access to a discretionary fund overseen by the ADR supports the development of research collaborations such as our work with the College of Medicine and Health on a scoping review of cross-professional research of professional learning (Baumfield and Mattick), and with the College of Engineering, Mathematics and Physical Sciences on AI and machine learning (Xiao). The university is one of fifteen universities to host a Q-step Centre. Being part of this UK-wide £19.5 million programme to promote a step-change in quantitative training in the British social sciences education provides opportunities for our staff to collaborate on both teaching and research initiatives with colleagues in SSIS and make links with industry-leading employers.

The contribution of CRPL, CSM and SEND researchers to the Education and Life Course Studies research programme includes a Nuffield funded project and an ESRC Secondary Data Analysis Initiative. Q-step also facilitates joint supervision of PGRs. UoE's investment in the Alan Turing Institute supports a fellowship and collaboration between an ECR (Xiao) and a Cambridge University researcher.

The UoE EU Facilitation Fund to support interactions with European research partners enables researchers in GSE to engage with calls for proposals. We have made good use of this support to secure, and more importantly, sustain strong research partnerships such as the linked projects

led by Walshe (RETAIN, ProTEACH and ProMENTOR) spanning this and the previous REF period. The Global Challenges Research Facilitation Fund supports research activity, which is explicitly interdisciplinary, challenge-focused and aligns with GCRF but also with other funders promoting challenge-led research more broadly. Applications can be made for projects between £3k and £60k to support travel and larger scale pump priming projects. Global Partnership funds are also available for inbound and outbound academic exchange visits between partner universities. Strategic use of such funds in GSE has supported the development of key international partnerships in our Centres (see 1.3). Fellowships to encourage research collaboration, contingent on match-funding from the partner university are also available; Li was awarded an Exeter-Tsinghua Fellowship in 2014 for research on the role of metacognition in the success of reading and writing tasks across cultures. The DoR is a Global Champion working closely with the SSIS Business Partner to share our expertise in international education and TESOL and enable staff in GSE to take full advantage of emerging research opportunities. In the South West, infrastructure for collaboration between leading research-intensive universities (Bath, Bristol, Cardiff, Exeter) is provided by the GW4 research alliance; both staff and PGRs in GSE have benefitted from GW4 funding (see Section 1).

In 2016 the University established the Innovation, Impact and Business Directorate (IIB) to support income and impact generation. IIB offers training for consultancy via the IIB Essentials series (open to all staff), and manages the University's consultancy activity providing practical support and advice to academics (ILES 4.8). During this period, we have worked closely with a senior impact and partnership development manager with specialist knowledge of the education sector to:

- Broker partnerships across disciplines (e.g. Institute for Coding),
- Develop stakeholder relationships and tenders for industry and government contracts (e.g. to the Education Bureau of the Hong Kong Government to host their Science Teacher Professional Development Study programme)

In addition, IIB's Marchmont Employment and Skills Observatory has supported our strategic engagement with regional skills initiatives e.g. the South West Institute of Technology (SWIoT). It also provides specialist bidding and project management support for ERASMUS projects. Current projects include ENROPE, the European Network for Junior Researchers in the field of Plurilingualism in Education (Meier); ProMENTOR, comparative research on provision for mentoring in ITE (Walshe); SciCulture, co-creating solutions to shared problems through business, science and the arts (Chappell).

Professional Services support for research is provided by a Research Development Manager (RDM), a discipline specific lead located within the Humanities and Social Science cluster. In 2019 UoE made a £2.5M investment in a new Research Management System to enhance horizon-scanning, grant planning, post-award support and monitoring, ethics administration, and output, outcome and impact management. The RDM for Education, who is the first point of contact when developing a research bid, holds regular open 'drop-in' sessions for staff, provides regular updates on applications and awards for the DoR and attends DoRAG meetings. Dedicated expertise is combined with access to two Research Development Advisors and a Research Finance Assistant with a range of complementary experience gained in other disciplinary clusters, such as Health, and with external organisations. Working as a team, they pool expertise in aspects such as Fellowship applications or funding available for ECRs. The overall coherence of the support provided is ensured by the Cluster Lead who liaises with the other clusters across UoE. The GSE facing Cluster Lead and RDM contribute to research workshops, in person and online, on developing interdisciplinary bids and diversifying funding streams. Funder Advisory Networks (FANs) provide an informal setting for sharing early funder intelligence, a pool of funder-expert peer reviewers and the leadership to bring together and support research communities. FANs provide funder-specific support activities e.g. hustings to give potential applicants the opportunity to present their project ideas and receive feedback. Myhill currently chairs the ESRC FAN.

The Partnership Office, based at St Luke's Campus, deals with all aspects of work related to Initial Teacher Education and the partnerships between the GSE and schools. Professional

Services staff include two Partnership Co-ordinators who, in addition to co-ordinating links with over 300 schools within the ITE partnership, play a key role in the ExeterPartner Research Community (see Section 4). They facilitate collaboration between researchers in GSE by supporting engagement with schools, this was instrumental in securing BERA Covid rapid response funding by the Centre for Research in Writing and the Centre for Social Mobility on the impact of school closures. Support is also given to researchers in the wider University e.g. to researchers in the Exeter Business School needing schools to participate in a Wellcome Trust funded project, 'Talking about Gene Drive'.

3.3 Facilities

Co-location of the Colleges of Medicine and Health and Life and Environmental Sciences on the St Luke's Campus has triggered investment to support teaching and research across the Colleges. Improvements in IT support and provision of adaptable classrooms enables research seminars to be accessed by staff, students on and off campus with the additional benefit of improving access by the wider community. St Luke's Campus has its own Library, which has been refurbished to improve accessibility and the provision of on-site specialist staff support and extended 24/7 opening benefits to staff and PGRs. The successful bid to join the ESRC funded SafePod Network (ILES 4.18) and the installation of a SafePod on the St Luke's Campus is a major benefit to our researchers who now have local access to sensitive or confidential datasets. This facility supports the work of researchers recently appointed to GSE working with big data and on secondary data analysis, one of our development areas and key to the achievement of our future goals for research (see Section 1).

Shared staff/student leisure and informal meeting places have been refurbished to increase capacity and respond to the needs of an increasingly diverse research community providing café and social areas in which alcohol is not served, for example. The former Principal's Residence, Staff House, is now open to staff and students for weekly 'coffee and cake' meetings, PGR initiated research seminars, 'Research Teas' (see Section 4) and discussion groups, such as the Education Theory Reading Group.

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

4.1 Research Collaborations

The co-production of knowledge to effect real change and achieve positive educational outcomes is a principle fundamental to every aspect of our work in GSE. Our holistic approach to tackling educational issues by working across disciplinary and professional contexts is a core feature of our research and impact strategy. We actively engage in research collaborations to build capacity and share expertise:

- With education practitioners and networks - regionally, nationally and internationally
- With policy-makers and government bodies, industry, third sector and civil society

Policy, industry and education problems often need to be framed in a non-disciplinary way. Our collaborations across disciplines within the university and beyond, have been a central facet of achieving impact and engagement in areas such as:

- ⇒ Developing more effective engagements between researchers, schools and pupils (Myhill, Black with Economics, Engineering, Philosophy and Geography)
- ⇒ Tackling methodological challenges of social and educational interventions (Xiao with Computer Science, Medical Statistics at Exeter and Mathematics at Cambridge)
- ⇒ Addressing the impact of academisation on provision for pupils with special education needs (SEN) (Black, Norwich with Sociology)
- ⇒ Developing teacher and support staff training that helps to improve the mental health of children (Norwich and, Moore with Psychiatry)
- ⇒ Creating virtual science lessons (Dillon with Physics, included in UoA 9's Impact Case Study portfolio)
- ⇒ Understanding the causes of mental ill-health in doctors (Mattick with Medical Sociology)

⇒ With Applied Linguistics and Philosophy to inform national planning in education (Li with Beijing Normal University and the Ministry of Education, China)

The activities of our Research Centres illustrate consensus on the importance of research collaboration in the production, critique and mobilisation of knowledge for the benefit of society (see 1.3). Our Centre leaders have extensive experience engaging diverse research users and work collaboratively with junior colleagues to deliver stakeholder projects, initiatives and engagements. This collaborative approach has ensured a sustainable impact and engagement culture and invested strength and depth in our stakeholder relationships. The Centre for Research in Writing (CRW), for example, ensured that the relationship with Pearson is held across the group, with research projects with the company delivered by three separate members of the team (Durrant, Jones, Myhill). The Centre for Special Educational Needs and Disability (SEND) collaborated with CRW to work with FE colleges and schools on an EPSRC 'Empowering Partnership' project (Black) and the Centre for Social Mobility on Transforming Transitions with the Office for Students and sixth form colleges (Banerjee).

4.2 Contributions to Economy and Society

GSE collaborates with employers and education providers within the UK and internationally to improve quality and support the skills agenda. The School has a strong relationship with Babcock LDP (the largest integrated service provider for education improvement and specialist intervention services in the UK). Babcock LDP has worked with CRW and SEND on grants awarded by the Education Endowment Foundation (EEF) and the NIHR, as well as CPD programmes and publications such as 'No-Nonsense Grammar'. All GSE researchers have benefited from Open Innovation Link funding (coordinated by the IIB service) to support interactions and presentations of research by Centres to publishers of educational resources such as Oxford University Press. GSE has proactively sought to engage with the objective of the Government's Industrial Strategy to address the data skills shortage. Our Industrial Champion (Dillon) is leading the South West Institute of Technology Observatory (SWIoTO), working with employers including the Met Office, Babcock, TDK and Oxygen House to inform curriculum development.

The appointment of a Professor of Practice in Social Mobility (Elliot-Major), has extended the reach of our research. Elliott-Major's experience of working with policymakers, the third sector and the media has enabled our research to inform public debate on key social issues, most recently on the impact of Covid on increasing educational disadvantage. The Panorama episode 'Has Covid Stolen My Future?' focused on his work on improving the prospects of disadvantaged young people and features research by members of the Centre for Social Mobility

The *ExeterPartner Research Community* supports outstanding educational practice by bringing together teachers, researchers in education, and experts and practitioners from other fields to develop innovative and rigorous approaches to teaching and learning. It offers a range of open access resources developed by researchers in GSE and expert advice for schools to draw on in developing research-informed teaching. Teachers joining the community can also participate in networks and research seminars and attend modules accredited at Masters' level (21 teachers are currently taking modules), as well as access support tailored to their specific needs. The ExeterPartner Research Community supported the Chartered College of Teaching regional hub's launch of the South West Excellence in Education for Teachers (SWEET), whose inaugural event featured Dame Alice Peacock and was attended by 40 teachers.

Thinking Schools@Exeter (TS@Exeter) represents a long-standing engagement with research on dialogic inquiry and creativity in GSE. TS@Exeter offers schools in the UK and internationally a route to accreditation through the Exeter Thinking School Award or the Exeter Advanced Thinking School Award. 49 awards in the REF period, 13 of which are international. TS@Exeter has links with commercial organisations such as Thinking Matters, who facilitate and manage training for a whole-school approach to develop Thinking Skills. Our research benefits the economy and society by exploring with schools how teaching and learning can adapt to meet the needs of future learners, with a particular focus on the impact of new technologies.

The Ted Wragg Trust (TWT) was established to forge a strong partnership between the city's two largest educational institutions (The University of Exeter and Exeter College) and create an outstanding educational experience for all of Exeter's children no matter what their background or aptitudes. Hall is Vice-Chair of the Board and Chair of the Education Committee, responsible for overseeing pedagogy, curriculum and assessment. Researchers in GSE contribute to the TWT Annual Conference and trustee away days e.g. Chappell with her research on teaching for creativity.

The University is a founding partner of the Exeter Maths School (EMS), recognised by the Secretary of State for Education as an exemplar provider and cited in the Government's Industrial Strategy. Research collaborations with EMS include the Strategic Partnership for Innovative Data Analytics in Schools (SPIDAS) project with researchers in Spain and Turkey led by Fujita.

Our relationships with third sector and advocacy organisations reflect the diversity and vitality of the research of our Centres. Chappell's Wellcome Trust funded research on Dance and Health involves the charity Dance in Devon with outputs to be displayed at the Wellcome Collection in London due to the pandemic this will now be an online event in April, 2021. CRW co-researches with creative writing charity Arvon and was a founding partner of the biennial Arts Council funded Extreme Imagination children's literature festival which in 2018 had 4,000 participants. CRISTEME's research informed the design of exhibitions at Living Coasts (a coastal zoo and aquarium in Devon attracting over half a million visitors). The value of staff expertise is evident in contributions to charitable organisations at the highest level:

- ⇒ Standard Life Foundation Trustee (D.Hall)
- ⇒ Vice-President of the United Kingdom Literacy Association (Myhill)
- ⇒ President of the National Association for Environmental Education (Dillon)
- ⇒ Council for Learning Outside the Classroom Trustee (Dillon)
- ⇒ Royal Horticultural Society Education Committee (Dillon)
- ⇒ Vice-President of the National Society for Education in Art and Design (E.Hall)
- ⇒ Vice President of the History of Education Society (Doney)
- ⇒ Research Advisory Panel for the Great Ormond Street Children's Charity (Elliott-Major)
- ⇒ Deputy General Secretary International Seminar of RE and Values (Walshe)

Researchers in GSE take an active role in policy debates. Mountford-Zimdars served for two years (2018-2019) as a TEF national panel Widening Participation (WP) Expert and currently serves on the Transforming Access and Student Outcomes (TASO) academic advisory group. She was an invited expert to the Milburn Commission on Social Mobility and the Universities UK Social Mobility Academic Reference Group (both 2016) and participated in an OfS working group for the WP TEF metrics. Elliott-Major was invited to present oral evidence to the House of Commons Education Select Committee in relation to cancelled exams and the calculated grades system and is now their independent special adviser on 'left behind children'. Banerjee submitted a report to DfE on 'Impact assessment of STEM enrichment and enhancement activities'. Moore's systematic review with CMH and the NHS on school-based interventions on young people's mental health is cited in Ofsted's advice for the inspection of schools. Freathy submitted evidence to the Commission on Religious Education. Baumfield was an expert adviser to the Higher Education Commission, Pakistan, on standards for the professional training of teachers and on evidence-informed practice to the National Council for Teacher Education, India.

Contribution to the Discipline and Research Base

Researchers in GSE play a key role in the continuing development of the discipline and educational research through their service as Journal Editors. Nine leading journals are currently edited by our staff:

- ⇒ Research Papers in Education (Allan, Mountford-Zimdars and Myhill)
- ⇒ Higher Education Review (Mountford-Zimdars)
- ⇒ Medical Education (Mattick)
- ⇒ Educational and Developmental Psychologist (Boyle)

- ⇒ History of Education Researcher (Doney)
- ⇒ International Journal for Technology in Mathematics Education (Fujita)
- ⇒ Research in Science and Technological Education (Hetherington)
- ⇒ Studies in Science Education (Dillon)
- ⇒ Thinking Skills and Creativity (Li and Chappell)

Baumfield was Chair of the BERA Publications Committee during the REF period with responsibility for their four flagship journals and publication portfolio. Doney is currently a member of the Committee. We encourage newer or less-experienced staff to get involved through mentoring by editors and our staff research workshops.

Our expertise is recognised by invitations to peer review from Research Councils including:

- ⇒ ESRC – Banerjee, Baumfield, Hall, Mountford-Zimdars, Norwich
- ⇒ Dutch Research Council (NWO) – Baumfield, Myhill
- ⇒ Research Council of Norway - Myhill
- ⇒ Qatar National Research Foundation – Baumfield, Mansour
- ⇒ Irish Research Council - Baumfield

We also play an important role in the continuing development of the discipline and the wellbeing of the education sector through membership of the Higher Education Academy:

- ⇒ Principal Fellows – Lawson, Mattick, Mountford-Zimdars, Myhill, Robinson
- ⇒ Senior Fellows – Hetherington, Larkin, Newman, Ralph
- ⇒ Fellows – Allan, Banerjee, Chappell, Freathy, Hall, Koutsouris, Moore
- ⇒ Associates – Black, Stentiford

Awards and Recognition

Chappell is one of the University of Oxford 'Women Centenary' project graduates recognised for their contribution to improving society since degrees were first awarded to women.

Baumfield and Myhill are Fellows of the Academy of Social Sciences.

Baumfield is President Elect of the British Educational Research Association.

Myhill is President of the European Association for Research in Learning and Instruction.

Current external academic appointments held include:

- Visiting Professor at the American University of Cairo (Mansour)
- Visiting Professor Queen's University Belfast (Mattick)
- Honorary Professor at the UCL Institute of Education (Elliott-Major)
- Honorary Professor at the University of Manchester (Hall)
- Adjunct Professor Western Norway University of Applied Sciences (Chappell)

The contribution of our research to the economy and society is recognised through the award of an OBE to Lee Elliott-Major for services to social mobility and the MBE for services to teacher education and literacy to Debra Myhill.