| **Institution:** University of Roehampton |
| **Unit of Assessment:** 23 – Education |
| **1. Unit context and structure, research and impact strategy** |

The School of Education (SoE) has a long and distinguished history in educational research. The mission of the 16 research active staff (14.7 FTE) in the unit is to seek to ensure that all young people are able to benefit from enriching educational experiences, and to become active and engaged global citizens. Our strategic objectives, as identified in REF2014, were to develop our specialist research and extend its global reach; to establish high quality collaborations; to provide a forum for debate and ensure the wider impact of the research that we undertake; and to integrate fully our research students into our research environment. Since 2014, the SoE has undergone significant change, and witnessed a generational shift in our staff base. Our research is now focussed across three key themes: *Special and inclusive education* (**Bonneville-Roussy, Castro-Kemp, Kallitsoglou, Kamenopoulou, Mann, Ockelford,** and **Terzi**) *Teaching, learning and (in)equalities* (**Abrahams, Colvert, Douglas**, and **Fisher**) and *Early childhood* (**Elfer, Henning, Lawrence, Palmer,** and **Zachariou**). Our objectives have been realised across these themes:

Special and Inclusive Education
We advance research into the education, health and wellbeing of children in the context of special and inclusive education, and in the wider society. Our research here focuses on class, gender and philosophy, and promotes interdisciplinary research into applied musicology. **Ockelford** is a leading international authority on the impacts of autism, visual impairment and learning difficulties in musical development. His research finds practical expression in services designed to support children and young people with SEND and through charities such as The Amber Trust and Sounds of Intent. **Bonneville-Roussy** researches in the fields of music education as well as educational, performance and music psychology. **Castro-Kemp** has undertaken research to raise awareness, and meet the needs, of children and young people under the new SEND Code of Practice in the UK and **Kallitsoglou** works on the behavioural and emotional needs of children, including in Early Years. **Terzi**'s work on questions of social justice, disability and inclusion, analyses the normative implications of children living in poverty for education policy and practice. Research by **Mann** with deaf and hard of hearing children has led to the development of a web-based vocabulary test for American Sign Language, and a set of dynamic assessment procedures for use with signing deaf children. **Kamenopoulou**'s research focuses on inclusive education and disability in countries of the global South, and on children with sensory impairment, including those with complex needs. She has led projects on inclusive education in South America, and is co-investigator on two Erasmus+ funded projects, on 'Promoting Effective Communication for Individuals with a Vision Impairment and Multiple Disabilities' and 'Accreditation and Training of Teacher Assistants in Bhutanese Schools'. Staff who made a major contribution to this theme since 2014 also include Epstein (2013-2019) through her research exploring the relation between dominant-marginalised groups in a wide range of contexts; Healy (2009-2020) whose research focuses on aspects of citizenship and social connectedness, particularly the concepts of belonging and loyalty; and, Stables (2013-2017) whose work explores semiotic and pragmatic philosophy, with particular application to education, and in music.

Teaching, Learning and (In)equalities
Our research into teaching and learning seeks to improve the effectiveness, and affective value, of teaching and learning, to address inequalities and to promote social justice. **Abrahams** focuses on the effectiveness of Continuing Professional Development programmes and the assessment of practical skills. His most recent research (Research-2-Practice, The Wellcome Trust 2020-21, £270,000), examines evidence-informed science teaching and seeks, through consultations with teachers, to identify issues that they believe prevent the effective teaching of science at both primary and secondary levels. **Colvert** has investigated and theorised the pedagogical potential of peer-to-peer authorship of Alternate Reality Games in a primary classroom, developing new models of literacies which uniquely serve both as theoretical frameworks and as pedagogical tools, and are now being used by policymakers, practitioners, charities and theatre companies across the UK. **Douglas** has led research into school-led programmes of teacher training, a national study to explore the effective working of multi-professional teams in children's centres,

and the promotion of research as professional development for teachers. **Fisher'**s research focuses on inclusion and pupil perspective, particularly through reference to the experiences of White British girls on free school meals. Staff who made a major contribution to this theme since 2014 also include Santori (2012-2018) who works in the field of policy-sociology, with a particular interest in how policy structures and assumptions shape the social imaginary. Crozier (2008-2020) has published extensively on the impact of race, class and gender on educational experiences, including in schools and Higher Education, whilst Lander's (2017-2019) research interrogates race and how teachers are prepared, or not, to understand how race and ethnicity affect the experiences of children and young people in schools.

Early Childhood
Research into Early Childhood is informed and inspired by the work of Froebel and oriented by Freire's work on social justice, and our foundational relationship with the Froebel Trust. It has critically examined, developed, and applied these philosophical and practical approaches to contemporary issues concerning young children. **Elfer'**s research focuses on the emotional well-being of babies and young children in nursery contexts. **Henning**'s work addresses young children's encounter with processes of being taught to read and write, how they interpret that encounter and how these interpretations affect their development of in-school literacy practices. **Zachariou'**s research focuses on young children's learning and emotional, social and cognitive development and the role of the arts - particularly music - in fostering children's development, whilst **Lawrence'**s research focuses on children's interactions, specifically young children's involvement in the local, built environment. **Palmer** has published on the development of early years education, plays for child performers and the educator Joseph King and his association with the Peasant Arts Movement. Colleagues researching in this area also contribute to the Diversity in Education and Training network (DECET) and the Research Network 'Cultures of Early Childhood Education and Care' (CECEC).

Interdisciplinary Research
Our interdisciplinary research builds on the foundational disciplines of history, philosophy, psychology and sociology, and additionally, of neuroscience and musicology. It has been developed through discussions at departmental meetings, in-house research symposia and sandpit events, and through the work of staff who see opportunities for collaboration within and outside of the University. Examples of successful cross-disciplinary research can be seen in the work undertaken by **Zachariou, Bonneville-Roussy** and Emeritus Professor Hargreaves (2013 –2017; Emeritus since September 2017), who have explored the effects of a musical play intervention on young children's self-regulation and, subsequently, the role of autonomy as a means to support teachers and young children's self-regulation in music education. Beyond the University, **Mann** ran a project exploring deaf adults' perception of the speed of information delivered on TV in British Sign Language with Christine Kretschmer from the Centre for Creative Writing, Translation and Publishing (City), and a study on home language environment and spoken English in deaf children with cochlear implants from homes where English is an additional language, in collaboration with Merle Mahon (UCL), the Ear Institute, and Great Ormond Street Hospital, London.

Approach to Research Impact
Since 2014, we have focused on engaging diverse research users to shape our research and guide our dissemination strategies. This strategy has been supported through dedicated workload allowances, pump-priming resources, and sustained engagement with identified research users. Our main user groups and beneficiaries have been 1) charities, companies and NGOs, and 2) policy makers, and our engagement with these distinct groups is iterative and often developed in praxis. The ultimate beneficiaries of our research are young people and their educators. Our Impact Case Studies illustrate this approach. For example, **Colvert** has developed her research into new models of hybrid-literacies, ludic authorship and immersive play, whilst working with an array of partners in both formal and informal capacities. Through her work with the Usborne Foundation in a formal consultancy role, **Colvert**'s research has made an integral contribution to the BAFTA-nominated 'Teach Your Monster to Read' game series, which has ultimately improved the literacy and reading of young people internationally. Building on this success, **Colvert** received

a 0.3FTE fractional uplift between 2017-20 to facilitate her role as a knowledge exchange champion and develop further the impact of her research. **Colvert**'s research reached diverse audiences through collaborations with Punchdrunk Enrichment, a theatre company, and other arts organisations such as the Kit Theatre, the Victoria and Albert Museum, and the Museum of Childhood. Similarly, **Ockelford**'s broad range of non-academic collaborators have extended the reach and sustained the impact of his research into the musical development of children across the spectrum of neurodiversity and its expression through the Sounds of Intent programme. **Ockelford**'s collaborations with a range of charities and organisations supporting music education, including Live Music Now, Soundabout, The Amber Trust and Youth Music, have aided the rollout of the Sounds of Intent programme to hundreds of schools and thousands of children with severe and profound learning difficulties. We also invested in a fixed-term Research Assistant post to support the completion of an impact report for the programme in 2018. Both **Colvert** and **Ockelford** have used their collaborations as a springboard to effect policy change.

The SoE builds on these examples of successful collaborations to develop practice and policy impact. For example, **Castro-Kemp** is a director of a social enterprise 'Action-Attainment', which promotes the employability of young people with sensory processing difficulties and has participated in meetings of the Functioning and Disability Reference Group of the World Health Organisation. She led a project on the implementation of Education Health and Care Plans for children with disabilities in England, which was reviewed by the Parliamentary Education Select Committee, and has been invited to sit as UK representative to that organisation. Similarly, **Elfer**'s research on the evaluation and implementation of Work Discussion (a model of critical professional reflection attentive to underlying emotion and its influence on professional practice) (Froebel Trust 2017-20, £52,000) resulted in invitations to contribute to Ofsted and the All-Party Parliamentary Group on emotional wellbeing in the early years workforce (2020). Colleagues have provided input to the English Education Standards Inspection agency (Ofsted) on the evidence base for the impact of Work Discussion as a model for professional reflection in the early years (**Elfer**, **Zachariou**, *et al.*). **Mann** is part of an international steering group on signed language assessment, which recently published the first guidelines for signed language test development, evaluation and use. **Castro-Kemp** and Palikara were UK partners in the European Commission, Erasmus Plus funded ICF-CY-MedUse project which influenced policy in Germany, where the International Classification of Functioning, Disability and Health (ICF) framework which it examined has now been introduced by law as a tool for multi-agency work in all Social Paediatric Centres, across the country.

Research Integrity
We are committed to maintaining the highest standards of research integrity and rigour. Our governance in these areas is informed by the University of Roehampton Ethics Guidelines and the Code of Good Research Practice and Research Integrity in accordance with the revised Concordat to Support Research Integrity (Universities UK, 2019). Our approach is distinguished by its commitment to moving beyond procedural ethics to instil a culture of ethics and integrity. Ethics review is carried out at the School level by **Kallitsoglou** as the Research Integrity and Ethics Committee representative, in conjunction with a pool of authorised departmental reviewers. Review takes the form of a dialogue between the applicant and the reviewer, facilitating a view of ethics as a critical, reflexive faculty. PGR student research is subject to the same rigorous scrutiny with training provided for students and supervisors through Graduate School. All staff and PGRs have access to training in research ethics and Good Research Practice and workshops on research ethics and integrity are organised within the SoE to embed high ethical standards in research. **Kallitsoglou** is a member of the board of trustees of Nurture UK and Chair of their Research, Evaluation, and Ethics Committee.

Open Access
The SoE has made concerted efforts to ensure research is openly accessible. From April 2016, accepted author manuscripts of our journal articles and conference papers have been available through the 'green' open access route, with 93% of outputs available overall. Moreover, one quarter of the unit's submitted articles were made open access through a mixture of gold and platinum/diamond routes. We have found innovative ways to share our research, for example,

Mann's article on 'Lexical-Semantic Organization in Bilingually Developing Deaf Children With ASL-Dominant Language Exposure' has received the 'Open Materials' badge for making study materials available through the IRIS digital repository, and the ASL/English Vocabulary Test available at http://alsevt.com. We also advocate for OA through our editorial work; **Castro-Kemp** is on the Editorial Board of Open Access journal *Frontiers in Education: Special Educational Needs*.

Future Research and KE Strategy
Our primary aim for the next five years is to utilise our diverse expertise to develop a programme of world-leading interdisciplinary research across our three areas of core research strength, in line with the University's Research and Knowledge Exchange Strategy Our research will enrich the educational experience of young people, address systemic inequalities and enhance pedagogic practices, through policy interventions and external collaborations, both academic and non-academic, including with NGOs, charities and educators. We will ensure that our research strategy is positioned to meet evolving social need by:

- Enhancing the international reach of our research in education, with the impact of that research specifically evidenced in pedagogic and welfare developments for children, practitioners, and policy.
- Increasing grant capture by aligning our research priorities to the external research and policy environment, in order to grow our capacities for interdisciplinary and cross-departmental research programmes that seek to address inequalities in education.
- Growing our doctoral community and its international reach, through the introduction of a new 'PhD (Professional) in Education' programme that will support the transition between research careers and practice, and vice-versa.
- Ensuring the continued strategic sustainability and viability of our impact by increasing its significance and reach, engaging with a wider range of potential beneficiaries and creating links to a greater diversity of end users. We are currently building collaborations with commercial, charitable, governmental and educational organisations to develop new impact pathways and to ensure the future real-world benefits of our research.
- Developing inclusive research cultures by actively supporting diversity in research careers, including interventions to assist progression from our UG and PGT community to PGR study, and the transition from PGR to ECR for underrepresented groups in education research through provision of dedicated post-doctoral opportunities.

Our Research and Knowledge Exchange Strategy was designed and launched prior to the effects of the global pandemic. We remain committed to its delivery, however we will also take advantage of the opportunities afforded by new working practices, such as virtual seminars, to extend the reach of our work.

2. People

The SoE aims to enable every colleague to realise their research potential and to access the full range of resources needed to develop and disseminate research of the highest standard. To this end we have focused on three key aims: 1) implementing a robust staffing recruitment strategy to manage the transition in research leadership in the SoE; 2) providing staff with excellent support and development opportunities; 3) enriching our PGR community, and ensuring they have exceptional access to research and career development.

Staff Recruitment Strategy
The research leadership of the SoE has been characterised by a generational shift since 2014, with a significant number of highly-regarded research leaders retiring (Crozier, Epstein, Hargreaves) or progressing to leadership roles at other institutions (Urban, Hoskins, Lander, Moreau). Our strategy has been to manage this transition through recruiting staff who are engaged in high-quality research and who can gain external funding, develop and sustain high quality impact, supervise research students and produce world-leading or internationally excellent outputs. We have recently invested in research leadership for the SoE, with **Abrahams** being

appointed to the key new post of Head of Research and Knowledge Exchange, signalling a renewed commitment to the strategic oversight and development of research in Education. Through the period we have focused recruitment predominantly at the early and mid-career levels, of researchers with a proven track record of interdisciplinary work who complement our expanding portfolio of expertise. In addition to the appointment of **Abrahams**, we have welcomed a further 7 new staff, including 3 high-calibre ECRs (**Bonneville-Roussy**, **Henning**, **Lawrence**), with a view to robust succession planning and the sustainability of our research cultures. We have also supported one member of staff to develop a research profile, and transition to an ECR research post (**Colvert**). All staff returned to this unit are on permanent contracts.

Staff Support and Development
The SoE oversees institutional investment in research time and sabbaticals, with allocations ranging between 30% and 40% of workload, and with up to 10% being allocated strategically to support significant bidding and impact activities. A sabbatical rota has further assisted staff by supporting research leave for one term every three years. During this assessment period, a total of 35 periods of research leave have been taken by members of the SoE which has been instrumental in enabling them to develop new initiatives, complete a wide range of projects, and extend impact activity.

The SoE operates a system of research mentoring in which all members of staff are paired with a senior and experienced colleague who has received mentor training. This support is targeted to strategic priorities so that colleagues requiring guidance in such areas as outputs, collaborations, impact and bidding will be paired with staff who are experienced and successful in those specific areas. Staff meet their mentors twice a year and develop a five-year personal research plan that is reviewed annually. All new staff are supported through their probationary period with clear objectives in relation to research, and additional workload allocations to aid their integration in the unit. Meetings with research mentors and line managers support probation and all staff have access to annual appraisals, which offer structured opportunities to discuss career development and resources to underpin it. Staff can apply for funding for travel and accommodation to attend conferences, to undertake archival research and impact activities and for training costs, as well as for the costs related to essential physical and electronic resources. Since 2013/14, our research budget has increased by 80% every two years, culminating today in a £70K annual fund to be allocated to this end with international research and impact being prioritised. School-wide training events, seminars, workshops and talks provide further support and guidance in nurturing our research output, impact and culture, and critical writing groups meet regularly to discuss colleagues' writing-in-progress. Workshops with external speakers (for example, Rod Parker-Rees, former editor of the *Early Years* journal), are also arranged and internal bidding workshops, led by the professors, have assisted staff to develop high-quality research bids.

Our reward for research performance is primarily delivered through promotion, which is benchmarked against clear expectations for academic roles. Our investment in staff development is evidenced by the seven promotions of current SoE staff since 2014, including to research leadership positions. **Terzi** was promoted to Professor and **Castro-Kemp** and **Mann** to Reader, while **Bonneville-Roussy**, **Zachariou**, **Kamenopoulou** and **Kallitsoglou** were all promoted to Senior Lecturer.

Our ECRs have a protected reduced workload for their first two years and accelerated access to rostered sabbaticals. ECRs can also participate in the University's Early Career Academic Network which runs seminars with themed sessions on areas such as publishing, bidding and impact. The unit has also invested significantly in the infrastructure to grow research capacity and support career development, particularly focusing on aspirant researchers and practitioners. A successful example is a School-funded initiative (2017-18), led by Epstein, to further develop the research and writing skills of 16 colleagues. This initiative, which focused on investing time, engaging staff in monthly writing groups, and a weekend writing retreat, resulted in 18 journal articles, the completion of a book, and two successful book proposals. Additional mechanisms to support those entering higher education or wanting to pursue a research career include the provision of a year-long professional development allowance, which can provide dedicated

workload allocation of up to 30%. We can use this same mechanism to promote the exchange of staff between academia and appropriate professional contexts, in addition to the flexible use of sabbatical time, the ability to reduce FTE of individual posts, and the use of honorary fellowships. Our seminar series and Graduate School training programmes also include practitioner or professional speakers to encourage mutually supportive networking.

Research Students
The SoE supports a thriving and diverse PGR community that is an integral part of the broader research culture. We have actively sustained our PGR community since 2014 and have a current cohort of 39 continuing doctoral students, in addition to 35 successful completions. We have supported a further 14 completions of EdD professional doctorates. Funding for PGR students in the School has been obtained from different sources, including 5 scholarships from the ESRC Doctoral Training Partnership, SeNSS, the AHRC Doctoral Training Partnership, TECHNE, the Commonwealth Fund, and the Froebel Trust. In addition, our PGRs benefitted from 7 institutionally-funded VC's Scholarships, and a further 21 fee-waivers and bursaries.

PGR recruitment is facilitated through open competition for all funded opportunities, which follows University policies on Equality and Diversity, and PGRs are able to approach the Graduate School to identify appropriate supervisory teams. All PGR applications are supported by the Research Degrees Convenor and the Head of Department. PGRs are only recruited where projects align to staff expertise and research strategy. Research students are supported by a Director of Studies, who is an experienced staff member who has previously supervised to completion, along with at least one co-supervisor. The Graduate School oversees University-level PGR administration, assessment and cross-University induction and training while at School level the SoE's Research Degree Convenor (**Terzi**) oversees all PGR supervisory teams and ensures that appropriate progression is being supported and achieved and sits on the University Research Degrees Committee. Our PGRs also receive bespoke training tailored to their needs and designed to advance both their research and their career progression. Recent training has focused on PGR professional development, developing publications from conferences and applying for funding. In addition, the SoE plays an active role in providing research training for successful doctoral applicants who can undertake its MA in Social Research Methods as part of the SENSS training pathway. Within the SoE further career development opportunities are provided by way of enabling students to teach or act as research assistants, or to take up opportunities to become part-time research centre assistants or researchers on funded projects. The University's 'Introduction to Teaching and Learning' course is taken by research students with teaching or demonstrating responsibilities and is accredited for professional recognition by Advance HE. Students are also provided with £600 research costs support. SENSS training is open to all member institution students, while TECHNE embeds a cohort approach to research training, creating networking opportunities and providing clear pathways to academic and non-academic employment. PGRs can access University well-being and pastoral support and are provided close supervisory contact on return from periods of intermission or caring leave. Since March 2020, we have added further levels of assistance for all PGRs to help them through the pandemic. This has included funded extensions, extra academic and pastoral provision when required, and the revision of research topics where necessary.

The SoE actively integrates PGR students in our research cultures. Research events are held every quarter so that shared professional practice, and the challenges of situated knowledge acquisition, can be explored regularly in a supportive critical environment while students are also encouraged to disseminate their findings both internally and at national and international conferences. An annual SoE doctoral research conference for students supplements opportunities provided by the Graduate School and features work-in-progress papers exploring the analysis of, and critical engagement with, theory. Research students are also supported to develop their own research seminar series or conferences, for example, Nikolopoulou organised and chaired the 'More than one and less than two: the literacies of virtual play' seminar (2018). We actively engage our PGR students in publications, including specialist journals and books such as *Inclusive Education and Disability in the Global South*, a book written and edited by MA students and their programme convener and promoted as part of a seminar series led by **Kamenopoulou**.

Equality and Diversity

The SoE promotes an inclusive research culture and embeds equality, diversity and inclusivity (EDI) in its staffing, research culture, and support mechanisms, implementing University policies and legislation relating to equality, diversity and anti-discrimination. Management, including the Head of Research and Knowledge Exchange, and all mentors, have received EDI training. Senior staff and line managers provide bespoke support, for example, on the allocation of duties, timing of work, relieving pressures of internal deadlines, and ensuring that workspaces are appropriate to meet staff needs, while the planning of timetables and events is arranged to take account of individual, caring and parental needs. Staff returning from parental leave are assisted through workload allocations, whilst their research sabbaticals are accelerated, taking place in the year preceding, or immediately following a period of leave (one current member of the SoE has been supported with this policy). Promotion criteria acknowledge periods of parental or caring leave, and other personal circumstances through pro-rata expectations for roles. Fixed-term and part-time staff are supported through the same mechanisms as all staff, and both workload and progression are facilitated on a pro-rata basis in terms of research expectations, and the distribution of internal research development funds ensures that individuals' needs and circumstances are taken into account. Colleagues with individual circumstances can take advantage of flexible working (including, where feasible, remote working). Examples include two colleagues who applied for, and were granted, a move from full- to part-time contracts as a consequence of changes to their personal circumstances: one male (Senior Lecturer) is 0.2 FTE and one female (Senior Lecturer) 0.5 FTE. We support those staff with protected characteristics through a range of measures tailored to the specific needs of the individual, such as regular 'checking-in' meetings, reduced workloads, and our flexible working policy.

Staff can seek the assistance of HR and Working Relationship Advisors (colleagues across the University trained to support staff in cases of discrimination, bullying or difficult working situations) and PGRs are also supported by tailored University services (Graduate School, Staff Wellbeing, Student Wellbeing) to ensure that student needs and changing circumstances are understood and responded to swiftly and effectively. Staff wellbeing is delivered through our college system. All staff are affiliated to Froebel College, and are able to access the support of all four colleges, who provide research events, and community building opportunities. All staff and PGRs have been offered mental health first aid training in 2020, whilst dedicated research staff and PGR wellbeing sessions have been delivered on mental health.

The SoE also actively promotes inclusive research practices, and this is reflected in the diversity of our staff and students. Of our 16 staff, 5 are men and 11 are women. One third of our professoriate, and one third of our Readers, are female. Six of our seven colleagues who have been promoted internally since 2014 are female. One colleague identifies as LGBTQ+, and one has declared a disability. Our selection of outputs process was accompanied by a robust equality and diversity analysis to ensure decisions had no adverse effect on staff with protected characteristics. Out of our 35 submitted outputs, 66% are attributed to female staff, 3% to staff identifying as BAME, 7% to staff who declared a disability and 9% to LGBTQ+ staff. We have strived for an inclusive submission by authors of all career levels, with 40% of our outputs attributed to Professors, 11% to Readers and 46% to Senior Lecturers. 74% of our completed PGRs identify as female, and 14% as BAME, whilst of our registered 39 PGR students, 69% identify as female, and 44% as BAME. 18% have declared a disability. We are home to an international doctoral community, with 14 nationalities represented from Europe, Africa and the Middle East.

Despite the significant recent growth in the proportion of our PGRs who identify as BAME, we recognise that structural inequalities continue to affect the inclusivity of our research cultures. As a consequence, the SoE's 'Beyond the threshold: Dismantling racism together' discussion and action group has brought together researchers, academics, and administrators to create space for genuine understanding and self-examination and, in the process, created a community of practice that shares and develops concrete actions for decolonisation both within the SoE and the University, as well as with our external partners in the wider community. We are also actively

addressing the structural inequalities that affect individuals pursuing research careers through a range of strategies which include the launch of a BAME PGR application support platform, aided by the TECHNE AHRC funding (£60,000), and a postdoctoral fellow programme which will develop and mentor diverse talent, as well as employing a University fellowship scheme to further support diversity in research careers.

3. Income, infrastructure and facilities

Income

Since 2014 the SoE has sustained research income across a broad array of funders. Our successful strategy has been to enhance the number and scale of funding applications whilst focusing on the quality of bids and diversifying participation in them. Established infrastructure such as research mentoring, workload weighting, the provision of sabbaticals and targeted seed-funding have played a significant part in this development. The Head of Research and Knowledge Exchange is responsible for all mentoring and research planning and oversees the development of staff research plans which include bidding intentions. Research mentors provide additional advice on the appropriateness of bids according to career stage and experience. All active bids are supported through a process of internal peer-review conducted by a second reader with a track-record of bidding success and relevant expertise to mentor the applicant. This is managed within the unit but draws on expertise from across the University where appropriate and we employ University-wide peer-review processes for all bids over a £50,000 threshold. For successful substantial grant applications, match-funding support is provided by the University to employ a PhD student or a postdoctoral researcher, and we intend to use this mechanism to enable more ambitious large-scale bids in the future, specifically to assist those researchers who have built significant track-records in managing small and medium size grants (for example **Castro-Kemp** and **Colvert**).

Our success in sustaining grant capture is reflected in the diversity of the sources that have funded our research. In light of the significant changes to our staff base, our strategy has been to grow the experience of early- and mid-career staff in managing funded research projects appropriate to career stage and from a diverse range of funders. We have attracted £251k (29%) from Research Councils and the British Academy, including a wide range of smaller grants that have been captured by colleagues who have submitted applications to Research Councils and the British Academy smaller bids schemes. The largest component £528k (61%) was from UK charities (Open Competitive/Other) and is the result of established close associations, and long-standing relationships, with several charitable funders such as the Froebel Trust, The Baily Thomas Charitable Trust, the Society for Education and Music Psychology Research (SEMPRE), the Southlands Methodist Trust, the Susanna Wesley Foundation, and the Philosophy of Education Society of Great Britain (PESGB).

A focus on research and impact that develops in praxis has been central to our funding strategies since 2014. **Ockelford** has successfully bid for over £200,000 from a range of new and long-standing funding partners including the Wellcome Trust, Youth Music, Bailey Thomas, the Amber Trust, the Froebel Trust, and the British Humane Society to develop the extent and reach of the Sounds of Intent programme with a range of users, educators and children, leading to reciprocal enrichment of the research. During the period we have been awarded five BA/Leverhulme Small Research Grants, totalling £40,278, to investigate topics ranging from digital literacy to learning strategies of Deaf students to children's perceptions of beauty. We have also been successful in obtaining funding from EU government bodies as part of three large, multi-partner, Erasmus+ project grants which look to develop research with particular end-users. **Castro-Kemp**'s role in the EU-funded ICF-MED-USE Erasmus Plus International Classification of Functioning, Disability and Health project brought £22,257 to Roehampton of the £385,000 total and had significant policy impacts. Her research into SEND school provision, policy, and assessment has also been supported through a £44,566 Wellcome Trust Seed Award, a £35,718 grant from Hogrefe Ltd and a £20,101 Bailey Thomas Charitable Fund research grant. Other significant grants in the period include a Bertlesmann Foundation Research Grant (£130,795) to investigate education

governance and leadership, and a £56,656 Froebel Trust Research Grant to **Elfer** for a project on professional reflection processes among early childhood educators.

The SoE will continue to support grant applications based on individual colleagues' research in larger collaborative endeavours, and knowledge exchange opportunities. However, building on recent successes, we intend to effect a step-change in our bidding culture, through identifying interdisciplinary research potentials and international collaborations that will facilitate a more prominent public role for colleagues across the SoE. The recent strategic appointment of **Abrahams**, with a history of successful external grant capture (2015-20 £1 million as PI, and a further £50,000 as CI), and who is currently PI on a large, funded research project (£270k, The Wellcome Trust), is intended to provide crucial expertise and experience to lead a significant increase in research and knowledge exchange income in the next five years.

Infrastructure
The operational and scholarly infrastructure to support research within the SoE is the responsibility of the Head of Research and Knowledge Exchange (RKE) and the Research Advisory Group. The Research Advisory Group is comprised of all Professors and Readers in the SoE, including **Abrahams**, **Castro-Kemp**, **Douglas**, **Elfer**, **Mann**, **Ockelford**, and **Terzi**. It directs SoE research strategy, peer-reviews funding bids, sabbatical applications and annual research plans from all staff, responds to initiatives, and identifies general research priorities. The Head of RKE is assisted by the central research services provided by the University's Research Office to facilitate and enhance all research and research-related activity within the School. Central support provides developmental guidance both in terms of the full-life cycle of research bid development and in terms of managing research data to ensure compliance. A dedicated Research Development Officer provides bespoke, disciplinary specific, research advice and guidance and works on a one-to-one basis to assist bidding within the School and researchers are strongly supported in the design, delivery, and evaluation of research impact by a team of Research Impact Officers, whose role is to identify, promote and then assist our researchers to capitalise on relevant opportunities for collaboration, outreach and engagement leading to measurable impact. The Head of RKE also participates in a University-wide forum that facilitates the management of researchers across units and supports the identification of potential research affinities and interdisciplinary collaboration.

Facilities
All staff and postdocs have dedicated sole-occupancy offices and IT infrastructure. The SoE also underwent a major refurbishment programme in 2017 which included the provision of a new dedicated study space for our PGR community, equipped with workstations and printing facilities. Researchers and PGR students are also encouraged to make full use of the dedicated central research resources available within the University's new library, which includes dedicated PGR and staff study space and provides access to a large collection of books, journals, online resources and specialist collections as well as to IT and media-equipped spaces that can be booked for individual or group study. Education specific resources include the British Education Index, Education Research Complete and the Education Research Information Center (ERIC), all of which provide access to journals, theses and conferences covering all levels of education, from early childhood to higher education, plus multilingual education, health education and testing. The library also houses the Children's Literature collection, a reference collection of 3,000 critical, theoretical, bibliographical and reference works including children's books of historical interest and significance, along with the Richmal Crompton Archive. Other specialist resources available to Education researchers include the Froebel Archive for Childhood Studies. Established in 1977 at Froebel College, this is a collection of books, archives, photographs, objects and multi-media materials, centring on Friedrich Froebel's educational legacy, early years and elementary education. Together with the archives of the Froebel Trust (founded as National Froebel Foundation in 1874), which is housed alongside the Archive, these collections are key sources of evidence for the history of the Froebel movement in the UK. Researchers in the SoE can take advantage of the newly enhanced conferencing infrastructure, including the Elm Grove conference centre and the many spaces available at Frobel College's listed Grove House, for example in hosting the international conference for the European Research Network about Parents in Education (ERNAPE 2017 – Crozier: President of this international organisation, 2017-19).

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

Our partnerships with professional, educational, and community organisations illustrate our commitment to ensuring research is socially engaged and available to a wide range of users, directly benefitting education professionals and the young people with whom they work. The SoE's commitment to collaboration, networks, and joint research projects is visible across the multiple partnerships and working relationships that underpin our research. It is also via this strategic focus on working collaboratively with academic, professional, public, and institutional partners that our research contributes to the wider economic and social good, promoting the goal of a just and sustainable society through educational development. Since 2014, our research has encompassed research collaborations with over forty universities worldwide, and at least eighteen different NGOs, companies, and charities. Our contribution to society and external collaborations is facilitated through our investments in research support, including mentoring, dedicated time, seed-funding, and Research Impact Officer support.

Contribution to Economy and Society
Central to our contribution to the economy and society has been funded research that supports the co-production of research, and the application of research into practice. We aim to assist policy makers, practitioners, and education specialists in improving the quality of education and educational settings through engagement with academic research projects and findings. As noted above, **Colvert** has been involved in the development of award-winning educational games, including the Bafta-nominated 'Teach your Monster to Read'. Her research has led to contract research opportunities and consultancy projects with a range of charities, arts organisations and industry partners including Coney, KIT Theatre, Punchdrunk and the Usborne Foundation. She has recently been invited to join the Digital Futures Commission to support them in developing guidance for innovators, as well as regulatory and design recommendations, relating to 'Play in a Digital World'. Commissioners include policy makers as well as industry partners such as the BBC, Lego and Sesame Street. She is also working with the UK Literacy Association as part of the Task Group to develop a new Digital Literacies Framework. **Abrahams**' work as Principal Investigator has evaluated a pilot CPD programme for primary science coordinators. His research has informed the work of practitioners in education settings through the Wellcome Trust and the Education Endowment Foundation project titled ASCENTS 1-2-1 that he led in 2019-20 (£615k), an academically asymmetrical paired mentoring project designed to improve science GCSE attainment amongst disadvantaged Year 11 students. The SoE's EU-funded projects have been central to facilitating this translation of research into practice, through a broad array of practitioner networks. For example, **Kamenopoulou**'s Erasmus+ Key Action 2 Grant (total 313,306 Euro; 48,565 Euro to Roehampton) for the research project on Promoting Effective Communication for Individuals with Vision Impairment and Multiple Disabilities (PrECIVIM) with European partners has brought our research into direct beneficial engagement with users.

Our research contributes to a range of education charities through individuals' participation in formal governance structures, with colleagues taking advisory positions and acting as external representatives on boards of NGOs and educational charities. The SoE enjoys strong links with the Froebel Trust, one of the University's Providing Bodies. **Elfer** is a Trustee of the Froebel Trust, promoting high quality education underpinned by the principles of the pioneer educator Friedrich Froebel, and he chairs the Trust's Research Committee. The Trust is also a major supporter of our research, funding discrete projects, research events such as 'Froebelian pedagogy in light of the Children and Families Act 2014' (2018), and bursaries aiding doctoral students. Similarly, **Ockelford**'s research finds practical expression in services set up to support children and young people through SEND charities he has helped establish, for example, The Amber Trust, for whom he is now a Trustee. The organisation is the only national charity dedicated to assisting visually impaired children with their musical development and education. **Ockelford** is a Trustee for Live Music Now, a national charity which recruits and trains professional musicians to deliver inclusive performances, workshops and residencies in SEN settings, hospitals and care homes. He is the Chair of Trustees for Soundabout, who help children and young people with disabilities communicate through music making and is also a Patron of Music House for Children, and the

Honorary Vice-President for Decibels, charities which support children through music education. **Castro-Kemp** collaborates with the charities Action for Attainment and the Michael Sieff Foundation in their lobbying for change in the current system for developing Education Health and Care plans for children with disabilities.

We are also developing models for practitioners within the SoE, through dedicated professional practice workload allowances, to support the contribution of our research to the society and the economy. For example, Miles Berry, our subject leader for Computer Education, has played a pivotal role in the introduction of computer science to the school curriculum and has worked with researchers in the SoE throughout the period, particularly Wong (2013-2017). Berry serves on the board of Computing At School, the British Computer Society (BCS) Academy of Computing Board, the BCS School Curriculum and Assessment Committee and the academic board for the National Centre for Computing Education. He also serves on the board for the Royal Society's Mathematical Futures project. Current international activities include co-chairing the Computer Science Teachers' Association professional development committee and membership of the advisory board for the AI4K12 initiative.

The SoE is committed to shaping public discourse and disseminating research to targeted audiences, and particularly professional and public partners, through the extensive and strategic use of seminars and conferences, such as the ESRC funded conference 'The new special educational needs framework: Make it work' which was part of the Social Sciences Festival 2015, and a British Academy funded (2017) conference 'Two years of education health and care plans: Are we there yet?'. These events drew policy-makers, practitioners and academics together. Similarly, SoE webinars, funded by the Williams Syndrome Foundation, have been attended by hundreds of professionals, school staff, and families of children with Williams Syndrome – both nationally and internationally. We have also made contributions to approximately 100 press articles in publications including *The Stage*, *Nursery World*, *BBC News Online*, *The i Paper*, and a range of local newspapers.

Indicators of Contributions to the Research Base
Our contribution to the discipline and its research base is evidenced across a range of collaborative activities, from editorial projects generating new research materials, to leadership positions within subject associations and the organisation of scholarly events which facilitate the development and exchange of innovative and original insights.

Indicators of the wider influence of the SoE include the many active roles that colleagues have in a broad range of societies including BERA, ESERA, HDCA, and PESGB. **Ockelford** is Secretary of the Society for Education, Music, and Psychology Research, which has given around £600,000 in the last decade to support researchers in music education and music psychology in developing countries. Recognition of external influence can also be seen in **Abrahams**' election as a Fellow of the Institute of Physics for his research in physics education, and his being invited to advise Ofqual on the assessment of A-level practical work as part of the new Practical Endorsement. Memberships, such as **Ockelford**'s, of the British Association of Teachers of the Deaf, **Colvert**'s of the Executive Committee of the UK Literacy Association, and Lander's, of the Advisory Board for the Centre for Innovation in Teacher Education and Development - a collaboration between King's College London with the Teachers College, Columbia University, New York – exemplify external recognition of the wider influence of the ground-breaking research carried out by colleagues within the SoE. Epstein's book *Class Choreographies: Elite Schools and Globalization* won 'Best Book Published in 2017 on Education and Globalisation' at the Comparative and International Education Conference and came second in the Society for Educational Studies awards for the best book on education.

Colleagues are involved in editorship, and act as reviewers for over 80 academic publications, many being leading international journals. Examples include: **Ockelford**, editor of *Music Science;* **Castro-Kemp**, associate editor of *Frontiers in Education* and *Special Educational Needs;* **Terzi** who is on the editorial advisory boards of *British Journal of Special Education, Support for Learning*, and *The Journal for Research in Special Educational Needs;* Crozier, on the executive

editorial board of the *Journal of Ethnography and Education* and Epstein on the editorial board of *Contemporary Issues in Early Childhood*. **Douglas** edits the *European Journal of Teacher Education*. Staff regularly undertake reviewing for a range of funding bodies, for example the Austrian Science Fund (**Douglas**), whilst others sit as members of grant committees such as Healy, on the Philosophy of Education Society of Great Britain Large Grants Committee, and Crozier, who is a Fellow of the College Review for the ESRC Assessment Panel and has been a member of the ESRC First Grants Panel. Major publishers who call on our expertise include CUP, OUP, Blackwells, Bloomsbury, Continuum, Polity Press, Palgrave, and Chatto. **Ockelford** is Series Editor (with Graham Welch [IOE] and Ian Cross [Cambridge]) of the Sempre Studies in the Psychology of Music with 18 books currently published in the series. **Douglas** (with Barbara Read, [Glasgow]) are series editors of Policy and Practice in the Classroom (Palgrave Macmillan), and Crozier is the Associate Editor for *The Oxford University Press Encyclopaedia of School Reform*.

As a SoE our research has extended forums for debate through international collaborations. We are formal members of the 'Cultures of Early Childhood Education and Care' (CECEC) research network, which aims to develop collaborative research among 8 participating institutions internationally. We are frequently invited to give lectures and keynotes which include Epstein's invited lectures at the Universities of Cambridge, Cardiff and Malta as well as presenting at the launch of the Centre for Gender, Feminisms and Sexuality at the University of Dublin. **Ockelford** gave keynotes and invited lectures on music, autism and social inclusion in Kosovo, the Netherlands, USA, and India and was also a keynote speaker in the Eminent Speakers Series (Goldsmiths College, London) and at the European Society for the Cognitive Sciences of Music Biennial Conference in Manchester. **Abrahams** presented keynotes at the Ogden Trust 6th Physics Forum at the University of Cambridge, and the ICESME conference in Cyprus, and has been an invited speaker at universities in Germany, Ireland, Israel, Portugal, and South Korea. Lander gave a keynote at the Diverse Teachers for Diverse Learners International Conference at the University of Strathclyde and, along with **Douglas**, gave a keynote at the Teacher Education Advancement Network Conference. Crozier has given keynotes at the Open University Widening Participation Conference, the University of Bristol Learning Lives Conference, and at the EARLI Conference in Estonia.