

Institution: The University of Glasgow (UofG)

Unit of Assessment: 23 Education

1. Unit context and structure, research and impact strategy

The School of Education is one of five schools within the College of Social Sciences (CoSS).

Committed to social justice in education, we aim to be world leaders in research addressing the pressing education issues of our times, making a difference for society's most vulnerable and educationally disadvantaged.

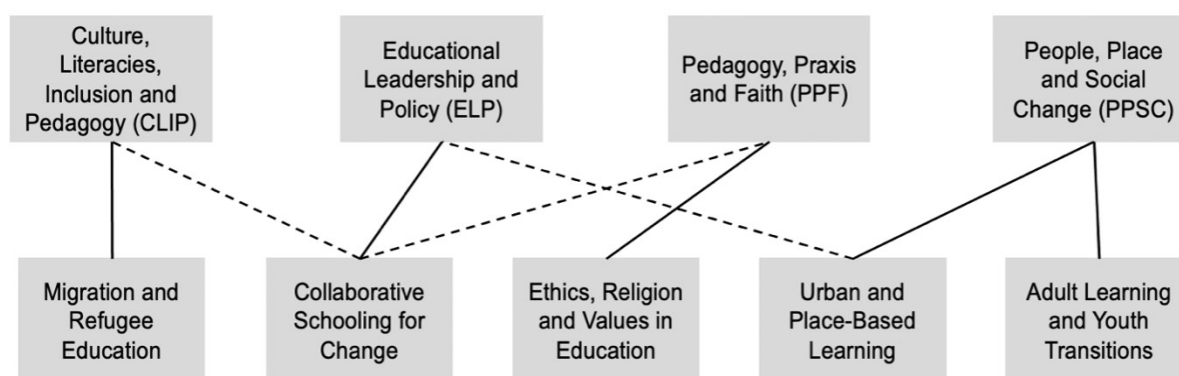
Founded in 1999 through the merger of a Catholic Teachers College with two small University departments, we have evolved from our near-exclusive focus on undergraduate teacher education to become a broad-based, research-intensive unit with a large community of international PGT and doctoral students. In the most recent third of the School's history – the REF2021 period – almost every facet of our research activity has recorded exponential growth.

The School has 56 (48.6FTE) Category A (CatA) staff organised within four Research and Teaching Groups. RTGs have line-management functions but more fundamentally lead academic work in key knowledge domains: Culture, Literacies, Inclusion & Pedagogy (CLIP, led by **Arizpe**); Educational Leadership & Policy (ELP, led by **Hermannsson**); Pedagogy, Praxis & Faith (PPF, led by **McKinney**); and People, Place & Social Change (PPSC, led by **Gormally**).

RTG research awards and outputs during the REF2021 period are characterised by five thematic areas: migration and refugee education; collaborative schooling for change; ethics, religion and values in education; urban and place-based learning; and adult learning and youth transitions. Each highlights aspects of our commitment to social justice in education.

The figure below illustrates how RTG research is represented within these themes; concentrated in some (solid lines) but also evident in others (broken lines). The themes are indicative rather than prescriptive of our research.

Research and Teaching Groups (RTGs) organized around knowledge domains



Social justice inspired thematic areas indicative of RTG research awards and outputs during the REF2021 period

Migration and Refugee Education is ground-breaking research at intersections between culture, literacies, inclusion and pedagogy, notably in regions of conflict, with a focus on the arts, children's literature and literacies. Collaborative Schooling for Change advances research with policymakers and practitioners, aimed at enabling all children to achieve their potential irrespective of background. Ethics, Religion and Values in Education is philosophical/theological research on educational ideas and theory building applied to contemporary issues of social justice in education, underpinning the School's approach to innovative and cross-disciplinary pedagogies. Urban and Place-based Learning research examines relations between place and educational disadvantage, particularly in the Global South. Adult Learning and Youth Transitions highlights research on the impact of learning opportunities on the life courses of young and older adults, including those most vulnerable in labour markets and at risk of social exclusion.

1.1 School structures and groups

Our four RTGs are supported by a Research Committee, led by the Director of Research (**Osborne**) and including four RTG Leaders, Deputy Director of Research (**Boeren**, supporting grant capture), Publications Lead (**Enslin**, supporting publications development), Impact Champion (**Livingston**, supporting pathways to impact) and Director of Postgraduate Research students (**Sutherland**, responsible for doctoral student recruitment, progression, completion). The Committee oversees group seminars, visiting scholar programmes, access to resources, research progress, staff and doctoral student development.

RTGs are groups of research *and* teaching staff, reflecting synergies between these dual responsibilities. As well as crucibles for teaching, they are collegial, collaborative forums for incubating research ideas, for peer review and validation, for celebrating achievements. They also house research centres and networks with distinctive concentrations.

Research awards/outputs generated by RTG **Culture, Literacies, Inclusion and Pedagogy** (CLIP) broadly fall within the theme Migration and Refugee Education, which typifies the Group's research on:

- children's literature, literacies, critical literacy analysis;
- intercultural education, cultural identity, linguistic diversity and arts-based practices;
- language-informed pedagogies, effective/collaborative pedagogy models.

CLIP houses one of Europe's largest research concentrations on children's literature in education.

Some CLIP research also falls within Collaborative Schooling for Change, specifically culturally-relevant assessment that supports learning. CLIP leads the *International Educational Assessment Network of Small Nations and States* (IEAN, led by **Hayward**, a strand within ROC; see below), bringing together international researchers and policymakers in dialogue: e.g., with Scottish and Welsh governments, on pupil assessment in senior grades during COVID-19, foregrounding new approaches to senior pupil assessment in 2021. Other examples are in the impact case study: *Shaping Educational Assessment Policy in Small Nations and States* (**Hayward**).

CLIP staff have won multiple AHRC and GCRF awards (Section 3). Eight have a migration focus, including the *UNESCO Chair in Refugee Integration through Languages and the Arts* (**Phipps**; the only UNESCO Chair with a specific remit for refugees). CLIP also leads the *Glasgow Refugee Asylum and Migration Network* (GRAMNet) of likeminded researchers, practitioners and policymakers throughout Scotland. These awards and networks facilitate pathways to research impact. Examples are in the impact case study: *The Mediator Toolkit: supporting mediators working with children using picturebooks in contexts of displacement* (**Arizpe**).

Research awards/outputs generated by RTG **Educational Leadership and Policy** (ELP) broadly fall within the theme Collaborative Schooling for Change, which characterises the Group's research on:

- comparative and international education;
- educational improvement and system change;
- governance and policy in education;
- capacity building and leadership development.

Some ELP research also falls within Urban and Place-Based Learning, with large-scale Scottish Government-funded research (*Children's Neighbourhoods*) focused on multisector approaches within 'place'. Section 3 highlights ELP grants, including projects focused on school systems development in Scotland, Wales, Chile, India and Vietnam.

ELP hosts the *Robert Owen Centre for Educational Change* (ROC, led by **Davis**), promoting equitable education systems through theory-informed, applied research. ELP also leads *Policy Scotland* (led by **Chapman**), brokering collaborations between researchers and national

policymakers, creating pathways to impact. An example of ELP's centres working closely with policymakers and practitioners is in the impact case study: *Supporting collaboration and partnership to improve educational attainment in Scotland (Chapman)*.

Research awards/outputs generated by RTG **Pedagogy, Praxis and Faith** (PPF) broadly fall within the theme Ethics, Religion and Values in Education. This reflects the Group's research on pedagogic processes by which different philosophies of education are enacted, across subject areas within primary and secondary education. Emphasis is on pedagogical innovation and interdisciplinarity, informing our research-led teaching in initial teacher education programmes. The focus of many staff in this RTG is on teacher preparation, enabling research-based innovations and ideas to be shared with and tested by experienced professionals.

PPF co-hosts the *Centre for Computing Science Education* (a collaboration between computer and social scientists, led by the School of Computing Science), which leads action research engaging a nationwide teachers' network evaluating novel teaching approaches, providing opportunities for research to impact practice and vice versa. Examples of researching closely with teachers are in the impact case study: *Developing and supporting teachers as learners (Livingston)*. Section 3 features awards secured by PPF.

Research awards/outputs generated by RTG **People, Place and Social Change** (PPSC) broadly fall within the themes Urban and Place-Based Learning and Adult Learning and Youth Transitions. These epitomise the Group's research on how education in urban and post-compulsory settings is experienced and shaped by youth/adult learners in diverse contexts. Investigations are across three areas:

- connections between people, places, communities;
- obstacles and facilitators of lifelong education;
- transitions in education and to employment.

PPSC houses one of Europe's largest research concentrations on adult education.

PPSC staff have won multiple awards (Section 3) from the ESRC, EPSRC, AHRC, MRC, the British Academy and European Commission. Most notable is the Education component of the ESRC-funded *Urban Big Data Centre*. PPSC also hosts the *Centre for Research and Development in Adult and Lifelong Learning* (led by **Osborne**).

PPSC leads two international networks: the *PASCAL Observatory* (led by **Osborne**), a global alliance of academics working collaboratively with city and regional leaders, and *Sustainable Futures in Africa* (led by **Perry**), an interdisciplinary network of researchers and practitioners. These create opportunities for researchers to interact with leaders and practitioners internationally, creating pathways to impact policy and practice.

1.2 Objectives and progress

Following REF2014, we made five observations about our research contributions:

1. Income was low relative to our ambition, its availability from government declined sharply and only 34% came from research councils;
2. Reliance on research drawing primarily from within the discipline limited opportunities to research education problems in new and innovative ways;
3. While 71% of CatA staff were submitted to REF2014, there was potential for further staff development;
4. The strategy (from 2010) to reconfigure the School with RTGs at its centre, was beginning to deliver concentrations in research/er expertise and development opportunities;
5. Doctoral student numbers were low relative to our capacity and completion rates were below our aspirations, both limiting our contribution to sustaining the discipline.

In response we established the following objectives. Objectives 1, 2 and 5 focus on *researcher development*; 2, 3 and 4 focus on *research*, including impact.

Objective 1: *Create a supportive environment in which researchers thrive, working closely with doctoral students within a cohesive organisational structure.*

We consolidated RTGs from five to four, strengthening research and teaching in each, and aligned centres/networks with specific RTGs to achieve greater clarity and coherence across research activities. Our reconfigured RTGs bring colleagues together in collectives with similar research interests and a range of expertise. They provide support for researcher development, including doctoral students (Section 2). Senior researchers mentor grant writing, impact activities and publication development.

RTGs include all research and teaching staff and doctoral students, enabling research to be foregrounded in all School activities. We attribute much of our success in increasing grant income (Section 3.1) and improving doctoral student completion rates (Section 2.3.4) to this collaborative approach. Interactions within RTGs led to success in winning funding for four (one per RTG) prestigious Erasmus Mundus International Masters programmes directly informed by our research. The Programmes also produce high-quality graduates flowing through to doctoral student enrolments. We have the most Erasmus Mundus programmes of any School in Europe, regardless of subject.

Objective 2: *Increase proportion of researchers holding awards, expand research income in size and range, maximise the quality of research outputs.*

Our strategy is elaborated in Section 2.1; Section 3 documents our success. In brief:

Research income by spend increased 98% from £4.31m (REF2014) to £8.54m (REF2021). Many CatA staff hold awards, increasingly from UKRI. As a proxy for quality, our field-weighted publication citations increased from 15% above average (REF2014) to 56% above average (REF2021). International regard for the quality of our research is also reflected in our entry (in 2019) into the top 50 on the QS World University subject rankings and our steady rise in the THE World University subject rankings, just outside the top 100 (at 109th).

Objective 3: *Undertake interdisciplinary research addressing major global challenges*

We actively support participation in large research projects, collaborating with others across the University and beyond (Section 3.2). We aim to integrate discipline-specific knowledge and methods, tackling the educational challenges faced inter/nationally, particularly in the Global South (Sections 3.1&3.2). During REF2021 we secured 21 interdisciplinary GCRF projects (Section 3.1) focused on addressing global challenges. We provide complementary expertise to other fields, working closely with the University's Schools of Computing Science, Engineering, Humanities, and Social and Political Science, with the Institute of Health and Wellbeing and the Hunterian Museum.

Objective 4: *Support translation of research into demonstrable social and environmental impacts, through collaborative engagement with policymakers and users.*

Fostering societal impact is central to our research efforts and commitment to social justice. Our Impact Champion provides regular training to CatA staff and doctoral students to develop capacity to deliver impact, including Personal Impact Plans with 3-year targets (Section 2.1.2). Staff also access funding from ESRC, ESRC/EPSC and EPSC/GCRF Impact Acceleration Awards (Section 3.3) to progress their impact plans.

Our four impact case studies were selected from a shortlist of eight across all RTGs. They reflect longstanding impact inter/nationally. Impact pathways are further created through our research-led teaching, facilitated by RTGs that foster interactions between research and teaching staff.

Objective 5: *Build a thriving doctoral cohort with increasing completion rates*

Doctoral student numbers in 2019/2020 were over 2.5 times 2013/2014, while completions increased threefold. The average number of doctoral students per CatA staff is 4.75 (Section 2).

We made substantial progress on each objective, exceeding our expectations for most. In the process, we have secured a position among the leading research-intensive schools of education (SoEs) in the UK and beyond.

1.3 Open research environment and integrity

We are committed to an open research environment. The University's leadership and policies supporting research integrity are recognised by the Royal Society, Universities UK and DORA, and are a UK Research Integrity Office case study. The University invests £800k+ annually to ensure researchers and doctoral students have access to expertise for designing and sharing research, training in good practice and data storage, editorial support for developing publications, and tools for analysing their citation-based performance. As part of the approach, we provide mandatory integrity training to all first-year doctoral students and new academic staff, including online modules, webinars (accommodating students based off-campus or with limited accessibility) and discipline-specific content. Research involving human participants, material or data must be approved by the CoSS Ethics Committee with advice available from the School Ethics Officer (**Read**).

We also make significant contributions to research ethics in the University, chairing both the University Ethics Committee and CoSS Ethics Committee (**Houston**).

The University Library manages compliance with open access (OA) requirements, with £1m UKRI and Charity annual budgets used exclusively to make publications OA. In 2015-2018 Leiden Rankings for Social Science and Humanities (including Education), the University ranked 9th in the world and 8th for green OA (both up from 25th in 2011-14). In 2020, 61.5% of our publications were open access (15.1% in 2014) and 96.43% of staff are ORCID registered.

1.4 Future objectives

We anticipate our research will continue to be inspired by our commitment to social justice in education, making significant contributions to UKRI-identified societal challenges. Our RTGs will provide the organizational structure to support this research (Obj1) and their constituent centres/networks will support engagement with and involvement of policymakers and users; a proven strategy in creating pathways to impact (Obj4). Objs2&5 will continue our commitment to developing researchers, particularly ECRs and doctoral students, with actions adapted to a developing staff profile and changing political and sociocultural contexts.

Obj3 will see the most targeted adjustment, articulating a more fine-grained set of objectives in relation to industry, interdisciplinarity and international development. We plan to:

- Exploit opportunities to more fully engage with **Industry**, sourcing funds from the *Industrial Strategy Challenge Fund* particularly under the challenge areas of Aging Society and AI and Data Economy. We see opportunities to build on PPSC's urban big data research and collaborations with the University's Institute of Health and Wellbeing, to create new ways of working with industry partners. We will continue to pursue industry partnerships with government departments responsible for education, skills and business.
- Expand our **Interdisciplinary** research, taking advantage of our location within CoSS. School researchers are already members of the leadership teams of five recently developed interdisciplinary research themes spanning the College.
- Extend our influence in **International development** research. The University recently established a University-wide Advanced Research Centre (ARC), devoted to nurturing thematic research at scale, crossing traditional boundaries and established ways of working. We will lead one of the Centre's six themes (i.e., *International Development*) and bring together the work of 70+ academics.

2. People

Inspiring People is at the heart of the University's strategic plan and informs our approach to recruiting and developing inspirational researchers. Our aim is to have as high a proportion of colleagues as possible working as independent researchers engaged in attracting external funding, supervising doctoral students and regularly producing outputs of world-leading quality. We support this with an environment foregrounding inclusion, diversity and collegiality, promoting continuity of service and transition to permanent positions.

2.1 Staffing strategy and development

Research is at the forefront of our staffing strategies (Section 1.2, Obj1), guided by two principles:

- In new appointment decisions, applicant capability to contribute to our research is equally important as their capability to meet our teaching requirements;
- Development activities include all staff, regardless of personal characteristics.

Our strategy is to:

2.1.1 Appoint new staff

- Who contribute critical mass, collegiality and balance across RTGs;
- Who are positively disposed towards collaborative research and, particularly at senior levels, committed to investing in the research development of others;
- At all career levels, allowing opportunities for stage-appropriate leadership and promotion for existing and new staff;
- In ways that promote inclusion and diversity among our staff.

During REF2021 we employed 25 new CatA staff, distributed evenly across RTGs, all contributing to sustaining the discipline's future. Ten are ECRs compared with three in our REF2014 submission. We typically employ 20+ postdoctoral researchers, including two permanent non-independent RFs. Our eight new professorial appointments are active in leadership, doctoral student recruitment and development. Some are RTG or centre/network leaders: others form part of our succession planning strategy (e.g., Deputy Director of Research appointed to succeed Director). Staff who are women, have a disability, are BAME or LGBTQ+, feature among the School's key leaders, giving voice to diverse views in research priorities and decision making.

New staff contribute to increased research achievements and inspire others: e.g., our increased UKRI awards and publication quality (Sections 3.1 & 3.2) are attributable to both new and continuing researchers. Our appointment strategy is influential in advancing research-led teaching, contributing to the School being ranked first in the UK for Education in every year of the REF2021 period; in one or more of the Complete University Guide, the Times Good University Guide and National Student Survey.

2.1.2 Develop research capabilities

- Within RTGs, foregrounding research in all activities (Section 1.2, Obj1);
- Making the most of University and CoSS development opportunities (Section 2.2);
- Through School-based research development activities (Section 1.2, Obj2).

The University is one of the first in the UK to receive the HR Excellence in Research Award (2010), which it retains. It follows the Concordat for Career Development of Researchers and has developed a four-year improvement strategy, ensuring Glasgow remains a welcoming place in which to do research. A Code of Practice for the Management of Research Staff identifies roles, responsibilities and expectations.

The School has a history of inclusivity in developing its researchers, evident in 71% of CatA staff submitted to REF2014. Our inclusive, supportive research culture enabled all CatA staff to become research active during REF2021. We designed a targeted development approach, focused on: common areas for all staff; common areas for specific groups; and individual researcher needs.

Target Area 1: all staff, common development areas

- *Research Matters Weeks*: initiated in 2016, biannual, organised by the Director of Research and RTG Leaders, purposefully scheduled in teaching-free weeks to facilitate attendance. The conference-like structure includes plenary sessions, panels, concurrent seminars and workshops, drawing on internal and external expertise including journal editors, former REF panellists and end-users. Focused on research/er development and management, topics cover: funding opportunities, grant writing, academic publication, research impact, social media profiles, as well as equality and diversity issues e.g., transgender researchers speaking on language use in research, including gender-neutral pronouns.
- *Grant Writing Workshops*: offered regularly, linked to specific calls and internal funding up to £3000 to develop proposals (Section 1.2, Obj3). In parallel, we provide individual support in grant writing for all applicants (Targets2&3).

Target Area 2: specific staff groups, common development areas

- *Early Career Researchers*: Our ECRs undertake the University's Early Career Development Programme, which aims to develop high performing academics. Overseen by the CoSS ECR Champion (**Schweisfurth**, also a professor in the School), it includes development opportunities in all aspects of academic work, assisting ECRs to meet criteria for promotion to the next Grade (from 7-to-8 or 8-to-9) within 3-5 years of appointment. As part of our commitment we provide each ECR an experienced mentor – where appropriate, matched on personal characteristics – who gives independent advice, including on career progression, internal/external CPD opportunities and courses. Six ECRs appointed during REF2021 have completed the programme. Five have already achieved promotion. We also involve ECRs as Co-Is on large grants (e.g., **Borkowska, Fassetta, Hirsu, Maitra**), who bring their substantive and methodological expertise to bear while enabling learning from experienced teams. ECRs are also encouraged to develop impact pathways using the ESRC IAA scheme.
- *Research Retreats*: initiated during REF2021; led by the Publications Lead, Deputy Director of Research, invited professors; triannual, 3-4 days each retreat (off-campus day-attendance and residential), 10-12 researchers each retreat; focused on writing publications and proposals. During REF2021: 10 early/mid-career researcher retreats, nurturing a significant increase in high quality outputs and grant proposals. 18% of publications submitted for REF2021 are by ECRs.
- *Future Leaders*: We encourage all CatA staff to undertake research-relevant leadership training, commensurate with needs and career aspirations, including: *Research Team Leadership Training, Emerging Leaders Programme, Aspiring Leaders Programme* and the *University Leadership Programme*. We particularly encourage leadership training for women. Since 2016, four have completed *Aurora: Advance HE's leadership course*, aimed at addressing female under-representation in HE leadership. Several have since been promoted to professor/senior positions (Sections 2.2 & 2.4.1). In August 2019, the School's first female Head of School was appointed from within the staff, having previously been sponsored to complete Advance HE's *Transition to Leadership Programme*.

Target Area 3: individual researchers, individualised development areas

- *Publication and Proposal Reviews*: organised by the Publications Lead and Deputy Director of Research: systematic pre-submission review/feedback on individuals' publications (voluntary) and grant applications (compulsory).
- *Performance and Development Reviews*: annual individual reviews, setting new and reflecting on previous objectives. Includes plans for research development and internal/external training.
- *Training specific to individual needs*. Mandatory courses: *Introduction to GDPR; Information Security Awareness; Equity and Diversity; Research Integrity*. Other options include:

Managing Research Data; Research Impact; Managing Research Teams; Understanding Unconscious Bias; Recruitment and Selection.

We also encourage career development opportunities through involvement in research councils, journal editorial boards, learned societies/associations and inter/national bodies (Section 4).

Our targeted approach helped us secure 187 live awards (including 139 new grants), with 77% of CatA staff as investigators on externally-funded projects, one of few Schools above the University's 65% target. Our high volume of awards also contributed to increased publication quality, with 20% of publications published during REF2021 in the top 10% of field-weighted citations.

2.2 Staff support

We support staff through:

Conference attendance: CatA staff have access to £1000 annually to attend conferences, on condition of paper presentation acceptance, supplemented for those with externally-funded awards through a formula based on contribution to the School's core costs.

Study leave and secondments: We encourage periods of leave (3-6months) to enable CatA staff to further research ambitions or gain new professional experience. Leave is available to all whether part-time or full-time, including short-term contracted researchers (subject to funder regulations). Leave is granted based on proposal robustness and contribution to our strategic objectives. We encourage shorter periods of leave (1-2months) to develop research grant applications and high-quality publications, and secondments aligned with our strategic objectives, which present opportunities to influence policy development (Sections 4.1.3 & 4.2).

Workload: Our workload model for CatA staff provides 33% minimum allocation for research and additional hours for activities including: grant application preparation; journal editorships; major conference organisation; membership of UKRI committees, panels and reviews. Staff also receive additional research workload hours in proportion to recouped salary from funded research and development. Workloads are open to negotiation with RTG leaders, allowing adjustments to accommodate individual differences/needs.

Promotion: We encourage staff to seek promotion or professorial re-zoning and provide advice in individual and group sessions. During REF2021, there were 24 promotions (19 female, 5 male; comprised of nine Grade 7-to-8, eleven Grade 8-to-9, four Grade 9-to-professor).

College support: The CoSS Research Support Office supports CatA staff developing competitive research proposals, relationships with external organisations and pathways to impact (Section 3.3). It provides regular research information workshops, providing guidance/advice on all aspects of the research cycle, from the funding landscape, through managing data, to building relationships with user organisations. Eleven staff accessed seedcorn funding (up to £5000 each application) from the CoSS Strategic Research Fund, to support preparation of ambitious and transformative external research applications.

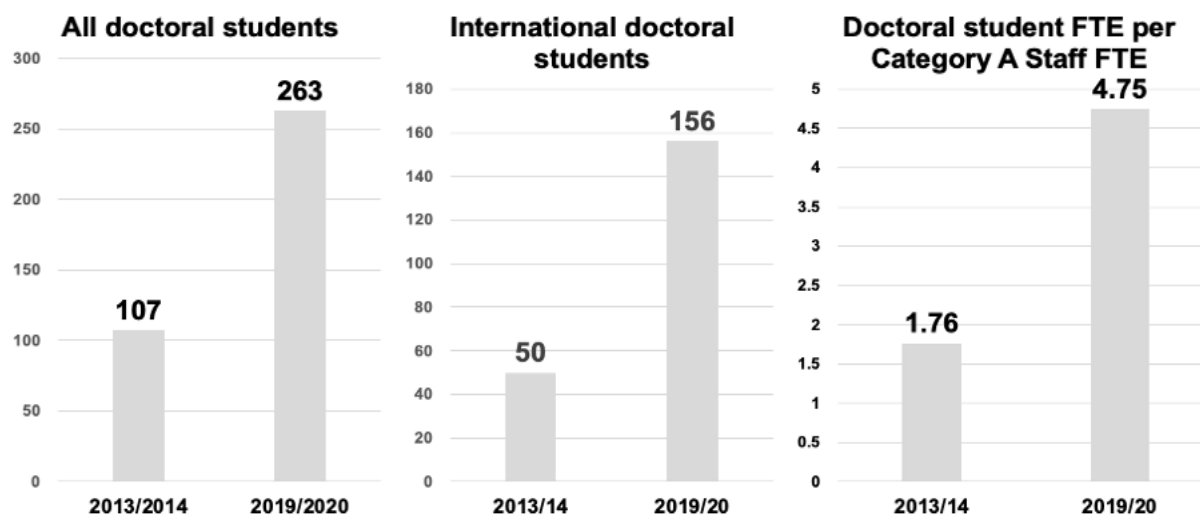
Informal support: A social group encourages less-formal opportunities for researcher interaction including Walks in the Park to discuss research, a book club and physical activity classes. These are held in core work hours with adjustments made for those with disabilities or with other barriers to access, such as family/caring responsibilities.

2.3 Doctoral students

Doctoral students are supported by the PGR Director and membership of their principal supervisor's RTG. Each RTG has a PGR Convener supporting student wellbeing and organising research seminars. We hold to three principles: we value doctoral students' differences as a

resource/asset; we have high expectations for their achievements; we privilege collaboration and teamwork.

Our reputation for support has grown during REF2021, particularly among international doctoral students. The graphs below show significant increases (2013/14-to-2019/20) in doctoral students, in the number of our international doctoral students (from 53 countries) and in the ratio of doctoral students per CatA staff (upper quartile of research-intensive SoEs).



Many of our doctoral students are active in University life, in current roles such as the University's Students Representative Council PGR Convenor and the President of the University PhD Society.

2.3.1 Recruitment

We seek doctoral students who bring considerable experience and apposite knowledge of the subject area on which to build. Applicants are subject to stringent application processes. We aim for students to be funded through competitively-won studentships from the University, the Scottish Graduate School of Social Sciences' Doctoral Training Programme (DTP), national agencies and overseas research councils.

During REF2021, our doctoral students were financially supported by the ESRC, AHRC, EPSRC, MRC, European Commission, Scottish Government, TETFUND (Nigeria), Saudi Arabian Government, World Bank, Conacyt (Mexico), Malaysian Government and the China Scholarship Council. We also provided studentships linked to major ESRC awards.

2.3.2 Supervision and training

Doctoral student supervisors undergo training, renewed every five years. In the interim, they have access to a comprehensive suite of supervisor support resources, workshops and events. Less experienced staff are paired with experienced supervisors, who provide students with complementary expertise. During REF2021, 88% of staff supervised at least one doctoral student. Students meet with their supervisors at four-weekly intervals. Supervision sessions discuss the research, set objectives, report progress, provide feedback on drafts and support career development.

The CoSS Graduate School's Research Training Programme provides doctoral students with courses in: *Research Design; Qualitative Methods; Quantitative Data Analysis; Introduction to Social Theory for Researchers; Applied Qualitative Methods; Generalised Linear Models*. The Graduate School also provides first-year doctoral students with compulsory courses on: *Research Integrity; Research Data Management; Equality and Diversity; Information Security Awareness*; and guidance on planning longer-term professional development.

In line with the Vitae Researcher Development Framework, the University's Research and Innovation Service (RIS) provides doctoral students with courses on transferable skills relevant to careers in academic and non-academic sectors, also offered online during COVID-19. We also encourage students to access training offered by the Scottish Graduate School of Social Sciences.

2.3.3 Additional doctoral student support

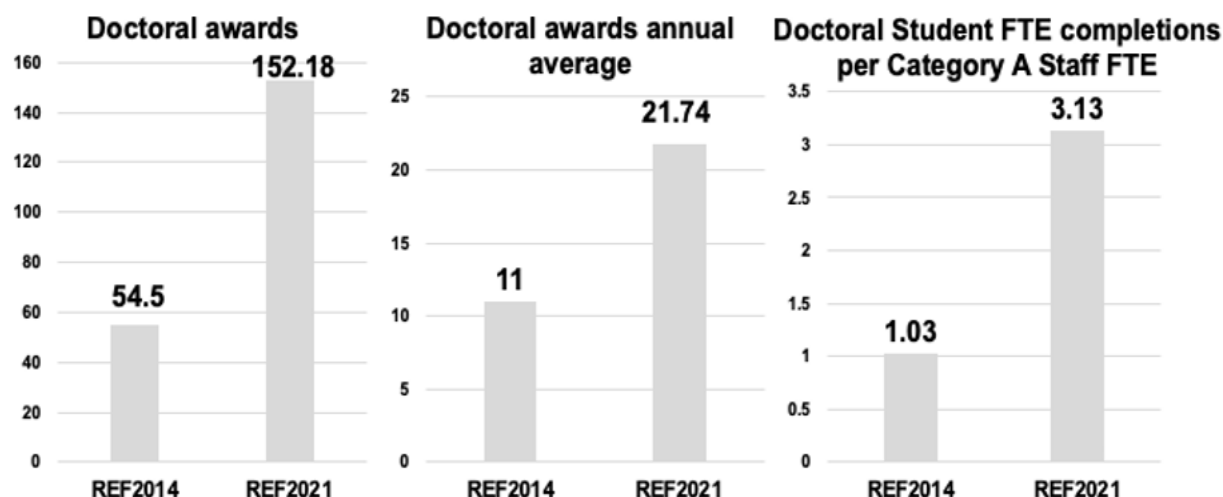
We also provide doctoral students with:

- Discipline-specific seminars on topics such as writing literature reviews, participatory methodologies, theoretical frameworks and policy analysis;
- Opportunities to attend Research and Teaching Weeks and seminars;
- £800 for conference attendance and participation: twice for PhDs; once in year 4 or 5 for EdDs;
- Writing awaydays and support in publishing during latter stages of candidature;
- Monthly seminars, led by doctoral students for doctoral students and staff;
- A doctoral student Blogging Club;
- Dedicated prayer rooms and prayer-preparation washrooms across the University;
- Advice on Tier4 visa regulations and preparing for the viva;
- 27 funded internships;
- Teaching assistant opportunities.

Doctoral student health, wellbeing and cultural diversity are supported/celebrated through informal events including Hogmanay, Burns Nights, Ceilidhs, St Andrew's Day, Chinese New Year, Ramadan and Diwali. During COVID-19, support activities moved online and adapted to include a film club and quizzes, among others.

2.3.4 Progression and completion

The PGR Director monitors doctoral students throughout the year and senior staff conduct Annual Progress Reviews. If concerns are raised through these processes, identified students participate in additional meetings with the Director and are offered targeted support. Our support strategies have made an impressive difference to student progression and completions. The graphs below show significant increases (REF2014-to-REF2021) in doctoral awards, over the period and annually, and in the ratio of doctoral students per CatA staff.



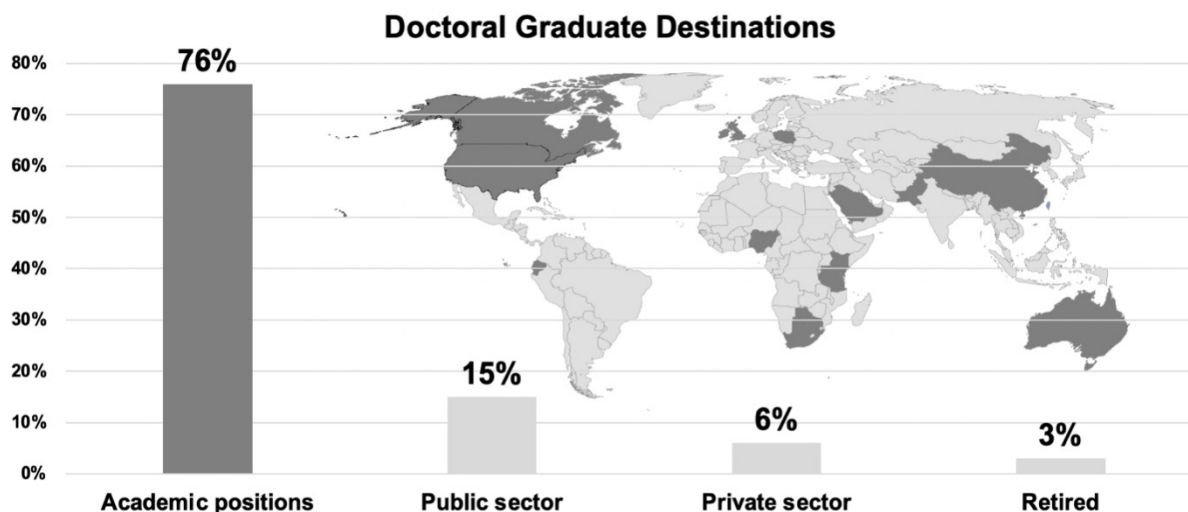
During REF2021, our international doctoral graduates (84.8FTE) originated from 30 countries, evidence of the international attraction of our doctoral programme.

2.3.5 Destinations

We work to ensure that doctoral research and skills development prepare students for future careers. Our post-REF2014 alumni hold positions around the world: in schools, colleges, government, agencies, hospitals, museums, galleries and other cultural institutions; e.g. UNESCO (Hamburg); Chief of Party, USAID Partnership for Education (Ghana); Deputy Minister of Comprehensive Healthcare (Ecuador). Others are among a new cadre of ECR academics at

universities across the globe, including the UK: Cardiff Metropolitan; Durham; Glasgow; Glasgow Caledonian; Liverpool Hope; Northumbria; Portsmouth; Stirling; Strathclyde; UCL; UHI.

The figure below shows their occupational destinations and the country destinations of those who are appointed to academic positions (dark grey). They illustrate the international reach of our considerable contributions to sustaining the discipline.



2.4 Equality and diversity

Social justice is a central aim of the School, inspiring our five research areas (Section 1). It also informs our operations. We seek to raise awareness of equality and diversity e.g., all staff receive training in equality and diversity, and unconscious bias. To this end we utilise expertise of the University's equality champions (for: age, disability, gender, LGBT+, race, religion, refugees, mental health), including their participation in dedicated Research Matters Week sessions (Section 2.1.2, Target1). Section 2.4.2 illustrates the influence of our approach on fostering inclusivity. This disposition also informs our institutional practices. For example, in keeping with the University's code of practice, publication and ICS selections for submission to REF2021 were determined by an internal review process based strictly on the work's merits, without reference to author characteristics, independent of line-management and HR processes.

During REF2021, we specifically sought to diversify our research environment by advancing gender equality and ethnic diversity (using nationality as proxy) among research staff and, informed by our research, similarly diversifying the student body and curricula.

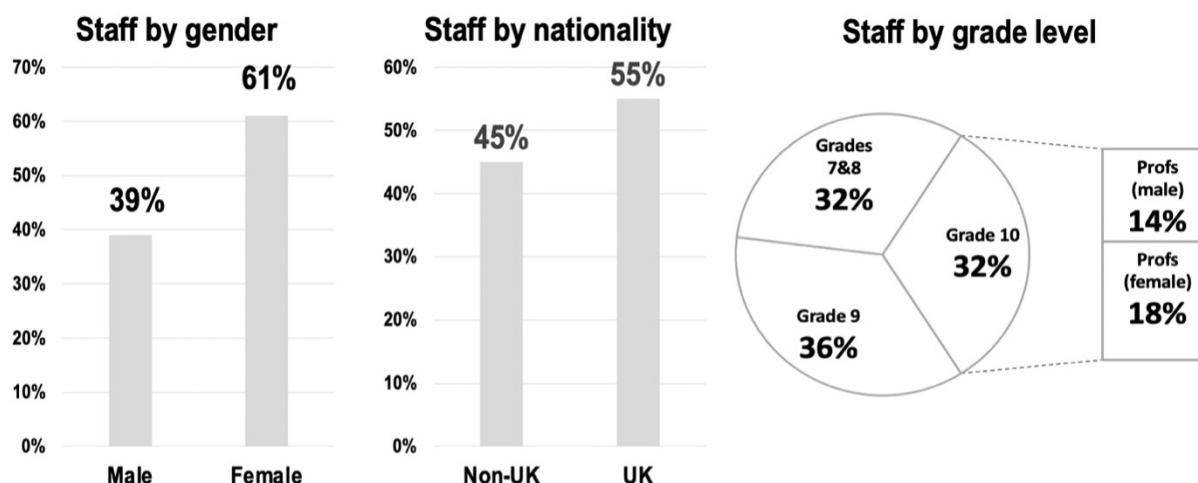
2.4.1 Promoting equality and diversity among staff

In measures employed to facilitate inclusivity: (1) RTG meetings are held in family friendly hours; (2) writing retreats cater for day attendance by staff with caring responsibilities; (3) flexibility is promoted in the use of conference funds, and in moves to part-time or flexible working; (4) carers leave is available to all staff and an academic returner's scheme provides staff returning from parental leave with up to £10,000 to re-start their research.

While the discipline attracts a high proportion of women, this is not always reflected at professorial and senior levels. During REF2021, we actively supported women in advancing their careers to reach senior positions, through mentoring and training opportunities (Section 2.1.2, Target2). Now female professors are all but proportionally representative of the number of all female researchers. With increasing numbers of international students (many BAME), we similarly sought to internationalise our staffing profile, making this a priority in staff recruitment strategies (Section 2.1.1). Non-UK staff now comprise 45% of all CatA staff. Strategies supporting female and disabled staff are also utilised with our international (particularly BAME) staff. For example, we made adjustments to workload schedules to allow staff to attend Friday afternoon prayers at the local mosque.

While gender equality and ethnic diversity were major foci during REF2021, we work more generally to ensure the research environment is inclusive of all. For example, working with our School-based disability champion, our ongoing approach to supporting staff with disabilities includes: (1) workload adjustments, providing more time to conduct research; (2) physical environment adjustments e.g., office space near exits, elevators, meeting rooms, social spaces; (3) equipment purchases e.g., bespoke desks, chairs, speech recognition software; (4) process adjustments. Our building also has full disabled access and events are universally accessible. Our website is designed according to the four WCAG2.1 digital accessibility principles: perceivable; operable; understandable; robust. Content can be interpreted reliably by assistive technologies. We also provide text for images, contrast ratios, audio descriptions and captioning for video.

The graphs/chart below show the current staff composition by gender, UK/non-UK nationality and Grade level.



2.4.2 Promoting equality and diversity among students and the curricula

A common feature of Initial Teacher Education (ITE) programmes is the under-representation of male students who are ultimately under-represented in the teaching workforce. During REF2021, we drew on our research on gender in education (*Hedge, Lido, Read*) to develop strategies to increase the number of males enrolled in ITE (at Glasgow but also other Scottish universities). Our strategies contributed to the University's *Gender Action Plan* and led to the best male:female ratio in our PGDE programmes in Scotland. They were also cited as exemplars in the Scottish Funding Council's first *Gender Action Plan*.

The University has a history of profiting from the slave trade, which it is addressing by adopting recommendations from its commissioned report on *Slavery, Abolition and the University of Glasgow* (actions recognised by the THE Awards with *University of the Year 2020*). As part of the University's resulting *Decolonising Glasgow* agenda, our research (*Maitra, Perry, Phipps*) informed three curriculum initiatives:

- An ITE module "Beyond School Walls", featuring culturally responsive pedagogies;
- A Masters course "Local and Global Theories and Perspectives on Learning in Different Contexts", featuring Global South theorists/theories;
- A University-wide seminar series – featuring the renowned Boaventura de Sousa Santos – for doctoral students and their supervisors on "Decolonising Education: schools, power and inclusion" questioning the hegemony of Eurocentric epistemologies and models.

3. Income, infrastructure and facilities

During REF2021, we significantly increased our research income and the quality of our funding sources (Obj2), increasing our capacity to conduct world-leading research (Obj3), to develop the discipline and impact policy and practice (Section 4). Our approach involved:

- *Collaborating with others*, within and beyond the discipline, in teams with different levels of researcher expertise/experience, including ECRs as Co-Is on proposals (Obj2);

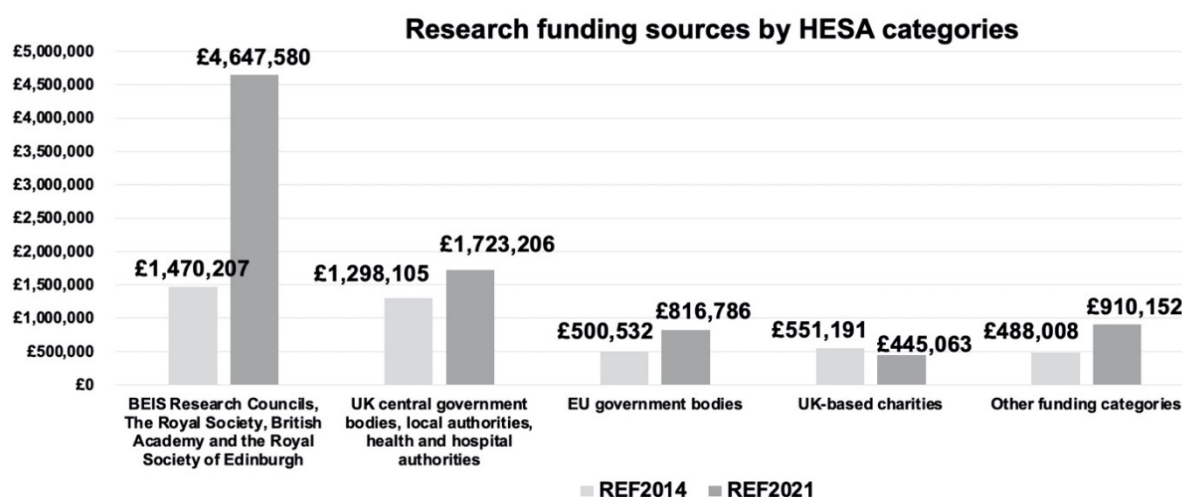
- *Cultivating interdisciplinarity*, to conceive of education problems in new ways and access new funding streams (Obj2&3);
- *Extending our reach*, within inter/national contexts of policy/practice as well as our global presence (Obj3&4);
- *Exploiting our location*, within a research-intensive university benefiting from its infrastructure and facilities (Obj3).

In parallel, we enhanced our organisational (Obj1), development (Section 2.1.2) and support (Section 2.2) structures. Combined, these actions contributed to a cultural shift: from small numbers of CatA staff successful in securing external funding during REF2014, to grant success with highly-selective funders now considered the norm for most CatA staff.

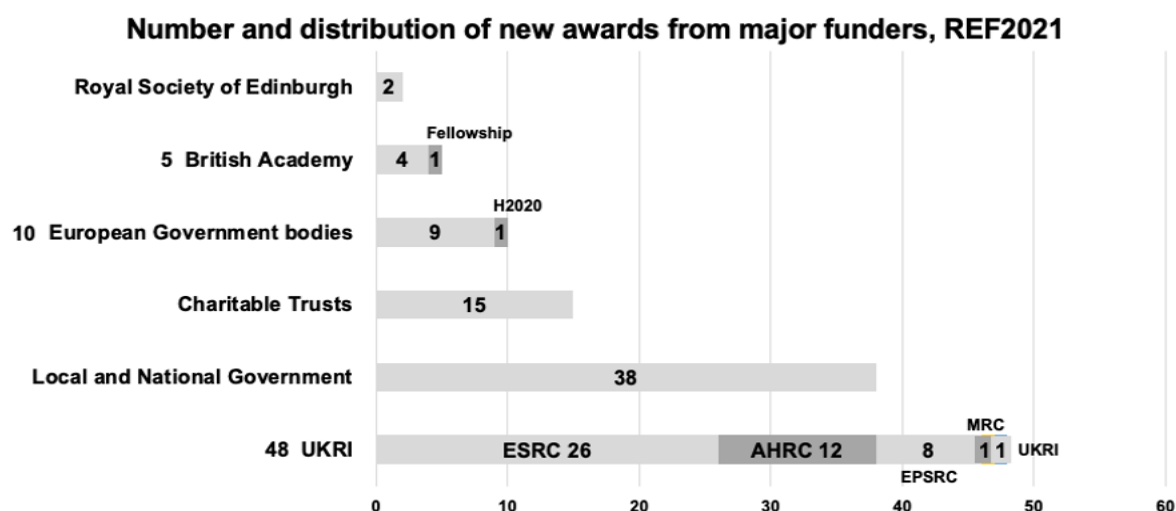
3.1 Income and awards

From REF2014 to REF2021 our total research-spend increased 98% from £4.31m to £8.54m. Average annual spend per CatA staff FTE increased from £17k to £25k; 2018-19 (£32.1k) was above the median of research-intensive SoEs.

The graph below shows the breakdown across HESA funding categories, with increases (REF2014-to-REF2021) in almost every category.



The graph below shows the number and distribution of new awards received from major funders, notably UKRI but also Government (the discipline's conventional industry partner).



During REF2021, 77% of staff held new grants as PIs/Co-Is, supporting their world-leading research. 74% of women held awards, 100% of ECRs.

The 139 new grants we won (approximately 20 p.a.) attracted £12.84m (approximately £1.8m p.a.); £8.56m from BIS Research Councils. With more than £4.5m of external funding available for research in years beyond 2019/20, we have created a considerable foundation to ensure research sustainability.

During REF2021 we were particularly successful in winning UKRI/BA grants under the aegis of the **Global Challenges Research Fund**. The GCRF is well suited to our research aim to make a difference for society's most vulnerable and educationally disadvantaged.

With 21 awards (15 PIs, 6 Co-Is), we are the UK's largest beneficiary of the GCRF – by award number and HESA-spend – in the field of Education, having won:

- 20% (10/50) of all UKRI GCRF awards in the field of Education, as PI;
- A further 11 UKRI GCRF awards (9 UKRI, 2 BA) in other categories, as PI/Co-I.

Thirteen of our PIs/Co-Is holding a GCRF award were female (proportionally representative of all female staff), 5 were ECRs (i.e., 50% of our ECRs). Our GCRF success among ECRs (4 from 7 applications) was underpinned by funds from the University's allocation of Scottish Funding Council Global Challenges, which supported 20 small-scale incubator projects, some led by ECRs who then won GCRF funding (e.g., **Maitra**).

With our global challenges and other funding successes, we have built a strong reputation for international development research, recognised in our future leadership in the University's new ARC (Section 1.4).

3.2 Highlighted awards and publications

As per Section 1, five themes characterised our REF2021 research. The examples below illustrate its depth and breadth, in projects and publications. The projects are funded by a broad range of highly-selective funders and greatly enhanced our capacity to engage in world-leading research. Amounts cited below are attributable to the Unit and, where applicable, to the University.

Migration and refugee education

Four exemplar projects illustrative of intersections between culture, literacies, inclusion and pedagogy, notably in regions of conflict:

- *Researching Multilingually at Borders* (**Phipps**, AHRC, £620k of £1.24m awarded to University, 2014-2017): international comparative research on translation and interpretation at different kinds of borders; developed theory, ethical research practices and methodologies for multilingual research;
- *South-South Migration, Inequality and Development Hub* (**Phipps**, AHRC, £746k, 2020-2024): researching understandings of multidimensional relationships between South-South migration, inequality and development, including closing gaps in education, health and other outcomes for migrants and their families. Led by University of Coventry, partners include 20 universities and numerous NGOs/IGOs in 12 Global South countries including International Organisation for Migration, International Labour Organisation, OECD and UN agencies;
- *Educational Peace Building in Acapulco and Medellin* (**Arizpe, Gormally**, GCRF through British Academy, £356k, 2020-2021): creating understandings of the infrastructure, engagement, resources, policies required to educationally transform a community to contribute to reducing negative impacts of drug-related violence/crime;
- *Culture for Sustainable and Inclusive Peace Network+* (**Phipps, Arizpe, Fassetta, McAdam**, GCRF through AHRC, £1.3m, 2020-2023): focused on intercultural language- and practice-led arts pedagogies; strengthening arts and cultural organisations in low-to-medium income countries, as reference points for identification and transformation of social conflict.

Example publication:

- *They are bombing now* (**Phipps** 2014); in top 5% of field-weighted publication citations.

Collaborative schooling for change

Three exemplar projects illustrative of collaborative research with policymakers and practitioners, aimed at enabling all children to achieve their full potential:

- *CAMAU project: Progression and Assessment in the Curriculum for Wales* (**Hayward, Livingston, Makara-Fuller, Morrison-Love**, WelshGov, £400k, 2017-2019): produced evidence for policy/practice addressing pupil progression in secondary education;
- *Developing pedagogies that work for Pre-Service and Early Career Teachers* (**Doherty**, ScotGov, £175k, 2018-2021): researching how to prepare pre-service and early-career teachers to improve literacy and numeracy attainment and health and wellbeing outcomes in schools serving pupils from disadvantaged backgrounds. Led and co-ordinated by the School, partnering with other Scottish SoEs;
- *Children's Neighbourhoods* (**Chapman**, ScotGov, £1.59m of £2.27m awarded to University, 2019-2022): researching localised approaches to improving outcomes for children, young people and communities in Scottish cities.

Example publications:

- *Does school-to-school collaboration promote school improvement?* (**Chapman** 2014); in top 5% of field-weighted publication citations.
- *Educating for futures in marginalised regions* (**Gale** 2015); in top 1% of field-weighted publication citations.

Urban and place-based learning

Three exemplar projects illustrative of researching relationships between place and educational disadvantage in Glasgow City Region and regions in the Global South:

- *Urban Big Data Centre* (**Osborne, Lido, Houston**, 5 ESRC grants, £1.1m of £9.48m awarded to University, 2014-2024): Established 2014, continued in 2019, as part of the UK's national data infrastructure, developing big data resources and urban analytics methods for potential applications and users, including place-based approaches in Education;
- *Global Centre for Sustainable, Healthy, Learning Cities and Neighbourhoods* (**Schweisfurth, Osborne**, GCRF through UKRI, £1m of £4.2m awarded to University, 2016-2021): comparative study of formation and neighbourhood differentiation in cities, addressing challenges of urbanisation and large-scale rural-to-urban migration;
- *Strengthening Urban Engagement of Universities in Asia and Africa* (**Osborne, Borkowska, Hirsu, Houston**, GCRF through British Academy, £298k, 2017-2019): assessed extent to which universities in six countries responded to societal demands and, through dialogue with city stakeholders, how this can be enhanced and impact policy.

Example publication:

- *Transnational connections, competencies and identities* (**Schweisfurth** 2015); in top 5% of field-weighted publication citations.

Adult learning and youth transitions

Three exemplar projects illustrative of research into impact of learning opportunities on the life courses of young and older adults, including those most vulnerable in labour markets and at risk of social exclusion:

- *Young Adullt* (**Valiente, Chapman, Doyle, Hermmansson, Schweisfurth**, H2020, £275k, 2016-2019): Led by University of Münster, analysed developments of lifelong learning policies in select European countries and implications for young people's life trajectories;
- *VisNET: Virtual in situ networking to reinvent rules of international collaborations and reduce gender differences in academic careers* (**Hedge, Lido**, EPSRC, £86k of £344k awarded to University, 2019-2021): Focused on barriers to international collaboration for female engineering academics; designing and demonstrating interventions and practices in networking and collaborations;

- *Can dual apprenticeships create better and more equitable social and economic outcomes for young people?* (**Valiente, Maitra**, GCRF through ESRC, £424k, 2019-2022): comparative study of India and Mexico.

Example publication:

- *Navigating Change* (**Parker** 2014); in top 1% of field-weighted publication citations.

Ethics, Religion and Values in Education

We received smaller but still competitive awards that contributed to this theme, as well as to others, from: the Australian Research Council (**Gale**), Big Lottery (**Gormally**), British Council (**Livingston, Doherty, Gale, Lido, Parker**), Head Foundation (**Dimmock**), Social Sciences and Humanities Research Council, Canada (**Perry**), Templeton Foundation (**Conroy**), various Scottish regional councils (**Chapman, Livingston**), and the UK Council for International Student Affairs (**Elliot**).

Example publications:

- *Socially inclusive teaching* (**Gale** 2017); in top 5% of field-weighted publication citations.
- *Authority, autonomy and automation* (**Lundie** 2016); in top 25% of field-weighted publication citations.

3.3 Support, infrastructure and facilities

3.3.1 Administrative and professional support

During REF2021 we made significant investments at College and School levels to support all aspects of the research process, including impact.

The University initiative Transforming Research Management supports all research management from pre-award to post-award. This includes the CoSS *Research Development Team* matching CatA staff with funders and creating early awareness of relevant opportunities. During application development, PIs are also supported in budgeting (via a designated Project Co-ordinator) and in technical development of content, including pathways to impact (via a Research Impact Officer). This is complemented by the School's Deputy/Director of Research alerting academics to opportunities relevant to their areas of expertise. Applications are reviewed (Section 2.1.2, Target3) within the School and CoSS to ensure excellent applications are submitted. This process is central to our success in constructing complex high-value applications involving multiple partners. At the post-award stage, the *CoSS Research Support Team* monitors project progress and supports PIs in interactions with funders. Administrative support for delivering projects is provided by a dedicated School team.

3.3.2 Supporting impact

Research impact is facilitated by various CoSS-sponsored opportunities, funded through the ESRC Impact Acceleration Account (IAA). This includes:

- Early engagement to scope activities with non-academic partners to co-design/co-develop projects with clear impact potential;
- Follow-on funding to develop innovative and experimental forms of knowledge exchange arising from existing or ongoing quality research, not anticipated in the original project;
- Appointment of Knowledge Exchange Associates, supporting research impact with external organisations.

Under IAA, we undertook 21 small projects totalling £209k. CoSS also provides CatA staff with funding to hold events at the ESRC Festival of Social Science, bringing research to practitioners/professionals and the general public. For example, in one event **Lido** and **Reid** engaged children and parents at IKEA in generating and representing literacy data derived from Urban Big Data Centre research, through novel tactile means (e.g., moving maps, digital quizzes, personalised badges). The University's Glasgow Knowledge Exchange Fund (GKET) supported a further 5 knowledge exchange and impact generation projects with £37k.

3.3.3 Infrastructure and facilities

CatA staff have single offices in a dedicated School building. As well as access to a range of non-teaching spaces, there are three large seminar rooms under local control for research meetings and externally-facing seminars.

Full-time doctoral students have their own desk and computer in 15 shared offices, including two hot-desking facilities. To maximise interactions, these are located in a designated Research Zone for doctoral students, Research Assistants, Research Administrators and Deputy/Director of Research. Staff and doctoral students also have access to communal spaces with modern catering facilities, designed to facilitate informal interactions across the research community and provide spaces for organised activities such as reading groups and project meetings.

The global pandemic placed restrictions on access to some of our facilities. During this period, we supported staff and doctoral students to work at home by relocating office equipment (e.g., computers and chairs), supplying additional equipment (e.g., wifi dongles with pre-loaded data allowances, webcams and headsets) where needed and providing safe office space for those (particularly doctoral students) whose circumstances made effective work at home difficult.

The University houses a world-class collection of books, journals and e-resources serving staff and doctoral student research interests. University librarians and staff representatives liaise with staff to enhance the collection, recommending new purchases each year: typically, we spend £125k annually. Our extensive investment in online and open access resources proved invaluable during the pandemic. We invest in specialist facilities to support aspects of our research including a psychology laboratory and a dedicated space for a specialist collection of children's literature focused on migration/refugees.

We employ 4 specialist laboratory and computing technicians and a Communications Officer to support web development and our social media presence. We provide RTGs and the Director of Research with three administrators, to support core research activities such as purchasing, travel and conference attendance. Further dedicated administrative support (12.5FTE) is embedded in externally-funded projects.

With our interdisciplinary collaborations we have access to other University facilities including: drama and media facilities, the Hunterian Museum collections, extensive exhibition spaces for arts-based pedagogical research. We also have access to the Urban Studies' National Safe Haven with: high-powered computing services, specialist analytic software, secure environments to process sensitive big data in GDPR compliant ways.

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

During REF2021 we sought to retain and enhance our leadership role in national collaborations and contributions while also expanding globally.

Our activities were facilitated by:

- Stimulus funding for collaborations (Sections 2.1.2 & 3.3);
- Workload models with time for discipline contributions: e.g., editorships, panel memberships, association boards;
- Promotion criteria emphasising collaboration, collegiality, user engagement, KE/impact, discipline contributions.

4.1 Collaborations with academic partners

During REF2021 we actively engaged in the University's global networks (e.g., Universitas21, the Guild of Research-Intensive Universities) and more specific bilateral MoUs. Through these we established the European Centre for Advanced Studies (ECAS) in Luneburg (Director **Conroy**). The Centre leads a new Scottish/Lower Saxony ECR scholarship programme funded by the Lower Saxony Government.

Our collaborations were enhanced by School-specific international networks (e.g., PASCAL Observatory, IEAN and UNESCO Chair in Refugee Integration). We utilised University seed-funding (e.g., SFC Global Challenges and IAAs) to maintain networks, develop others and facilitate grant preparation with potential partners.

These collaborations resulted in:

- Partnerships in GCRF projects and school improvement research with U21 members and PASCAL Observatory partners (e.g., Tec de Monterrey, University of Johannesburg, Pontificia Universidad Católica de Chile), and with universities in sub-Saharan Africa (e.g., Botswana, Dar-es-Salaam, Malawi, Makere and Rwanda);
- Seed-funded networks (e.g., *Strengthening Urban Engagement of Universities in Asia and Africa*) which led to significant external funding (e.g., British Academy/GCRF and H2020 *Young Adullt*);
- 71 projects involving external partners, 39 from 37 Development Assistance Committee (DAC) countries;
- The Urban Big Data Centre (with UK and USA university collaborations) receiving a second 5-year tranche of ESRC funding following completion of its first 5-year phase.

We value exchanging ideas with a diverse community of visiting scholars. During REF2021 we awarded titles of Visiting/Honorary Professor/Fellow to 30+ collaborators and leading researchers with international reputations; e.g., Professors **Ball** (UCL's IOE), **Donaldson** (Scotland's former Chief HMI, architect of Scotland's and Wales' national curricula), **Halse** (Dean of Research, Education University HK), **Konvitz** (former OECD Head of Division, Regulatory Policy), **Loughran** (former Dean of Education, Monash University, Australia). We also hosted visits by 100+ academics from across the world. Visitors are fully integrated into the research environment, e.g., joining reading groups, giving public lectures, one-on-one meetings with doctoral students. Many visited for sustained periods and used their time with us to benefit from our expertise.

4.2 Collaborations with non-academic partners

Our research is designed and conducted with end-users in mind (Section 1.2, Obj4). We ensure voices of potential beneficiaries are heard by incorporating non-academic partners as co-investigators or advisory group members for projects and research centres/networks. This ensures our research is user-informed and more effectively disseminated. Along with our impact case studies (referenced below), our [website](#) highlights additional research impact stories.

4.2.1 Research informed by users

We work collaboratively with end-users locally, nationally and internationally. Our research on teachers' professional learning provides good examples:

- Collaborations with the City of Glasgow and other local authorities progressed through *ROC* and *Policy Scotland*. Several projects (e.g., *School Improvement Partnership Programme*, *Network for Social & Educational Equity* and *Children's Neighbourhoods*) involve collaborative action research, marrying school improvement with other forms of public service improvement using consultative participatory methods. The impact on teachers, school leaders, local authority officers' and civil servants' practice and children's outcomes, is detailed in **Chapman's** Impact Case Study;
- Our research significantly shaped teachers' professional learning through partnerships with head/teachers in Scotland (e.g., Aberdeenshire, North Lanarkshire) and across Europe (Hungary, Denmark, Malta), detailed in **Livingston's** Impact Case Study;
- **Arizpe's** Impact Case Study illustrates researchers working alongside teachers in Mexico, Chile and Egypt, supporting their professional learning to facilitate migrant/refugee students' learning and inclusion.

We also engage with end-users through our partnerships with academic colleagues in other universities; e.g., in international projects focused on the Sustainable Development Goals, our

success is intimately linked to co-working with academics and NGOs in the Global South to address research challenges they identify and strengthen research capacity.

4.2.2 Public engagement with diverse audiences

RTGs and their constituent centres/networks seek to maximise research impact through direct engagement with potential beneficiaries, employing traditional and innovative models.

An example is the PASCAL Observatory. Focused on placed-based learning, PASCAL engages with 2000+ subscribed academics, policymakers and staff from NGOs and civil society, inviting contributions/commentaries in a web2.0 environment. Publishing a daily online newspaper and a weekly online digest, it has produced 30+ briefing papers for policymakers and practitioners and organized 16 international conferences with partner universities from Catania to Taipei.

Other examples include:

- High-profile public lectures: e.g., *Policy Scotland Series*;
- Seminars/webinars in partnership with key global organisations: e.g., UNESCO Institute for Lifelong Learning; Participatory Research in Asia; Deutscher Volkshochschul-Verband (DVV) International;
- Podcasts allowing virtual interactions: e.g., Global Centre for Sustainable, Healthy, Learning Cities and Neighbourhoods podcast on participatory research methods;
- Web2.0 sites with subscribers outside the university, who engage with posted material and make their own contributions through blogs (e.g., GRAMnet guest blogs).

4.2.3 Influence with policymakers

We embrace opportunities to provide research evidence to inform policymakers and practitioners (Section 1.2, Obj4). During COVID-19 we were particularly active in responding to Scottish Government calls for evidence; e.g., **Lundie** and **Law's** survey of teachers' views on the impact of school closures, with recommendations for planning.

We work collaboratively with other Scottish SoEs through membership of the Scottish Government reference group: *Research Strategy for Scottish Education*. Our representative, **Doherty**, also co-lead the Scottish Council of Deans of Education *Scottish Attainment Challenge* research project, reporting regularly to the Government's Learning Analysis unit.

Other influential positions within Scotland include:

- Chair, Scottish Government review of *Career Pathways for Scottish Teachers*;
- Member, Deputy First Minister's Task Group (**Hayward**, advising on pupil assessment, including alternatives to exams for senior school pupils in the COVID-19 context);
- Member, First Minister's International Council of Education Advisors (**Chapman**);
- Senior Academic Advisor on Attainment Challenge, Scottish Government (**Chapman**, advising on *Curriculum for Excellence* development).

Within the UK and beyond, our influence with policymakers is pursued through engagements such as:

- Advisory Group Member, UNESCO/IAU Study, Universities Contribution to LLL (**Osborne**);
- Chair, Greater Manchester Education and Employability Board (**Ainscow**);
- External Evaluator, Global Partnership for Education, Washington DC (**Schweisfurth**);
- International Expert Review Group UKPRP (UK Prevention Research Partnership) (**Hedge**);
- International Panel for Social Progress (**Schweisfurth**, lead on Education Panel);
- Member, European Commission's Education and Training 2020 Working Group on Adult Learning and Vocational Education and Training (**Boeren**);
- Member, European Commission's Education and Training 2020 Working Group on Schools (**Livingston**);
- Member, Independent Advisory Committee to Welsh Government (**Hayward**, advising on a national assessment system and exam alternatives for senior school pupils in the COVID-19

context);

- Member, International Evaluation Panel of Education Research, Norway (**Livingston**);
- MoU between our PASCAL Observatory and UNESCO to provide research-informed support to cities aspiring to be part of their Global Network of Learning Cities (**Osborne**);
- Senior Education Adviser to DfID (**Schweisfurth**).

4.3 Contributions to the discipline

We aim to be world leaders in research, making significant contributions to the discipline through: editing peer-reviewed journals and book series; reviewing academic submissions (to journals, book publishers, funding bodies); leading research associations and conferences; and doctoral student training. Our inter/national contributions are illustrated below.

4.3.1 Editorships, editorial boards, publication reviews

We are active in supporting research quality through contributions as editors (several as lead editor) of leading journals in the discipline.

ACADEMIC JOURNALS	EDITORS during REF2021
<i>Adult Education Quarterly</i>	Boeren (Lead Editor)
<i>British Journal of Religious Education</i>	Lundie
<i>Comparative Education</i>	Schweisfurth
<i>Critical Studies in Education</i>	Gale (Lead Editor), Doherty, Parker
<i>Curriculum Journal</i>	Hayward, Livingston
<i>Ethics and Education</i>	Conroy, Davis
<i>European Journal of Teacher Education</i>	Livingston (Lead Editor)
<i>International Journal of Education in Mathematics, Science and Technology</i>	Zembat
<i>International Journal of Lifelong Education</i>	Boeren
<i>Journal of Adult and Continuing Education</i>	Osborne (Lead Editor), Slade
<i>Journal of Interdisciplinary Academic Research</i>	Houston
<i>Journal of Philosophy of Education</i>	Davis (Lead Editor), Enslin
<i>Language and Intercultural Communication</i>	Phipps
<i>Political Theology</i>	Clague
<i>School Leadership and Management</i>	Chapman
<i>Scottish Educational Review</i>	McKinney

Our staff hold a further 80+ editorial board roles (including advisory board memberships, book review editorships) and review manuscripts for 160+ journals.

From positions as lead editors, our staff often take developmental roles in the discipline. A notable example is *Critical Studies in Education* (**Gale**, Lead Editor), a journal with the world's second highest SSCI impact factor (2.791) in the sociology of education. While maintaining quality, it provides targeted support to submitting ECR authors, particularly those from the Global South. It also offers a two-year editor internship to early- and mid-career researchers, providing mentoring from a CSE editor and opportunities to see journal editorship 'from the other side'. During the REF2021 period, CSE supported 11 interns. The scheme has been adopted internationally by other Education journals.

Our staff also make contributions to the discipline through prestigious book series editorships:

- *Education Policy and Social Inequality* (**Gale**, Springer);
- *Policy and Practice in the Classroom* (**Read**, Palgrave Macmillan);
- *Social Theory and Methodology in Education Research* (**Murphy**, Bloomsbury);
- *Universities and LLL* (**Osborne**, Manchester University Press).
- *Global Report on Adult and Lifelong Learning (GRALE IV)* (**Boeren**, UNESCO)

Many staff are invited by leading publishing houses to review book proposals and manuscripts.

4.3.2 Grant proposal assessment

We contribute to upholding research quality through membership/chairing of UKRI panels, their equivalents in other nations and/or other UK grant committees.

REVIEW PANEL (UK)	PANEL MEMBER during REF2021
AHRC	Phipps (GCRF Panel Chair)
Carnegie Trust for the Universities of Scotland	Livingston, Schweisfurth
ESRC	Gale

REVIEW PANEL (NON-UK)	PANEL MEMBER during REF2021
Education Research Funding Programme, Singapore	Chapman (Panel Chair)
Fundação para a Ciência e a Tecnologia, Portugal	McKinney
Hong Kong Research Grants Council	Phipps
Irish Research Council, Ireland	Conroy, Odena
National Research Council of Canada	Arizpe
National Research Foundation in South Africa	Arizpe
Templeton Foundation, USA	Conroy, Livingston
Nordforsk's Scientific Advisory Board for Education for Tomorrow Research Projects	Livingston (Chair)

Our staff are members of UK peer review colleges administered by: AHRC; EPSRC; ESRC; MRC; Royal Society of Edinburgh; British Academy; Carnegie Trust; Leverhulme Trust; Newton Fund.

We are also members of non-UK peer review colleges administered by: Australian Research Council; Austrian Science Fund; Central Finance and Contracting Agency (Latvia); Chilean Commission of Science and Technology; Czech Science Foundation; Dutch Research Council; European Science Foundation; Israel Science Foundation; National Science Centre (Poland); National Research Foundation (South Africa); New Zealand Research Council; Norwegian Research Council; Qatar Foundation; Riksbankens Jubileumsfond (Sweden); Slovenia Research Agency; Social Sciences and Humanities Research Council (Canada); Trans-Atlantic Platform.

4.3.3 Associations, conferences

Many of our staff serve on association boards (some as presidents/chairs) and/or are involved in conference organisation. In these positions we play key roles in shaping the Education discipline. On average, the School hosts one international conference p.a., invigorating our research culture and opening up dialogue between researchers, policymakers and practitioners.

RESEARCH ASSOCIATIONS	EXECUTIVE MEMBER during REF2021
Asia-Europe Meeting Lifelong Hub	Osborne (Network Convenor)
Association of Catholic Institutes of Education	Franchi
Association of Educational Assessors Europe	Hayward
Administrative Council of the Association for Teacher Education, Europe	Livingston
British Association for International and Comparative Education	Osborne, Schweisfurth, Valiente
British Education Studies Association	Murphy (Chair)
BERA Academic Publications Committee	Lundie

RESEARCH ASSOCIATIONS	EXECUTIVE MEMBER during REF2021
Comparative Education Society in Europe	Schweisfurth (Vice-President)
European Council for High Ability	Sutherland
European Education Research Association	McKinney
European Society for Research on the Education of Adults network on Migration, Transnationalism and Racism	Maitra (Convenor)
International Association for Language and Intercultural Communication	Phipps
International Society for Music Education	Odena (Co-Chair)
International Congress for School Effectiveness and Improvement	Chapman (President)
International Research Society for Children's Literature	Arizpe (Chair)
Journal of Moral Education Trust	Conroy (Chair)
Philosophy of Education Society of Great Britain	Conroy (Chair), Davis
Network for Researchers in Catholic Education	McKinney
Regional Science Association International	Hermannsson (Secretary)
Royal Society of Edinburgh (International Committee)	Phipps
Scottish Educational Research Association	McKinney (President), McAdam (Treasurer)
Standing Council for University Teachers and Researchers in the Education of Adults	Boeren (Chair), Slade (Chair)
UK Forum for International Education and Training	Schweisfurth (Chair)
World Council for Gifted and Talented Children	Sutherland (Treasurer)
World Council for Comparative Education Societies	Schweisfurth (Research C'tee Chair)

INTERNATIONAL CONFERENCES IN GLASGOW	CONVENOR/ORGANISER during REF2021
Asia Europe Meeting, Lifelong Learning Hub	Osborne
Association of Catholic Institutes of Education	Franchi
Association of Educational Assessors Europe	Hayward
Association for Teacher Education in Europe ATEE	Livingston
Comparative Education Society of Europe	Schweisfurth
European Association for International Education	Conroy
International Congress for School Effectiveness and Improvement (600+ delegates, largest in Congress history)	Chapman

The annual European Conference in Educational Research, planned to be held at the University of Glasgow in 2020, was cancelled due to COVID-19. **Gale** and **Schweisfurth** were due to give keynotes. With an anticipated 3000 attendees, it would have been the largest Education conference ever held in the UK. The Association plans to hold a future conference in Glasgow.

4.3.4 Contributions to doctoral student training

Several staff are involved in Doctoral Student Training, including an average 25 p.a. visiting international PhD students. Staff also collaborate with: the University of Edinburgh to establish joint doctorates; the ESRC Doctoral Training Programme offered by the Scottish Graduate School for Social Sciences (**Hedge**); a British Council funded doctoral training centre involving the Universities of Johannesburg and Zululand, South Africa (**Sutherland**); an exchange scheme funded under the University's Erasmus+ Institutional Credit Mobility grant with Zimbabwe and Iraq (**Houston, Osborne**) (an outcome of a British Academy GCRF project).

Staff also support the development of education researchers employed at less research-intense universities, e.g. research development workshops were delivered at Sao Paulo State University, Brazil (**Conroy**), Vilnius University, Lithuania and Eszterhazy University, Hungary (**McKinney**).

4.4 Recognition by the discipline

Recognition of the importance of our research/ers is evident in invitations and awards received. This is particularly evident internationally and reflects our ambition to increase our global footprint. International platforms also serve to extend the influence of our research.

4.4.1 Keynote presentations

Below is a selection of invited keynotes delivered by staff during REF2021; the vast proportion presented abroad.

NATIONAL CONFERENCE	KEYNOTE
Quality Assurance Agency for Higher Education Conference (2016)	Gale
Royal Philosophical Society (2019)	Phipps
Scottish Educational Research Association (2015, 2016, 2017; 2018)	Chapman, Hayward, Gale, Schweisfurth

INTERNATIONAL CONFERENCE	KEYNOTE
Asia Development Bank/Head Foundation (Singapore 2016)	Dimmock
Asia-Europe Foundation LLL Hub (Wurtzberg, 2018)	Doyle
Association for Teacher Education in Europe (Porto 2014)	Livingston
Association of Educational Assessors Europe AEA Europe (Glasgow 2015)	Hayward
Australian Council for Adult Literacy (Surfers Paradise 2014)	Gale
Australian Institute of Theological Education (Brisbane 2018)	Franchi
The Australian Sociological Association (Perth 2018)	Phipps
Bulgarian Comparative Education Society (Sofia 2017)	Osborne
China National Educational Management Association Conference	Dimmock
Comparative Education Society (Hong Kong 2015)	Schweisfurth
Edmund Burke Lecture (Dublin 2019)	McAleese
European Conference on Curriculum Studies (Porto 2015)	Hayward
International Conference of ASEAN Educators on School Reform (Hanoi 2016)	Dimmock
International Conference of Comparative Research on Social Studies/ Citizenship Education (Tokyo 2014)	Enslin
International Conference on Education Research (Seoul 2019)	Osborne
International Conference on Educational Measurement, Evaluation and Assessment (Abu Dhabi 2019)	Hayward
International Conference on Inclusive Education (Lisbon 2019)	Alves
International Congresses of Philosophy of Education, (Valencia 2017)	Conroy
International Forum on Teacher Education, Kazan Federal University, (Kazan 2016)	Gale
International Practice-based Education Summit (Sydney 2015)	Gale
Royal Society Edinburgh/Ministry of Science & Technology (Taipei 2017)	Lido
Malaysian Ministry for Education (Kuala Lumpur 2014)	Murphy
Teacher Education Policy in Europe (Krakow 2019)	Livingston
World Council for Gifted and Talented Children (Odense 2015)	Sutherland

4.4.2 Fellowships, prizes, honorary appointments

During REF2021, several staff were recognised through awards of fellowships, significant prizes and honorary professorships. Again, this is a modest selection.

FELLOWSHIP	FELLOW
British Academy Fellowship (2017-2021)	Zancajo
Elected Fellow of the Academy of Social Sciences, UK (2017)	Gale, Phipps
Endeavour Research Fellowship, Australian Federal Department of Education (2016)	Parker
Thomas J. Alexander Fellowship (2016/17)	Boeren
PRIZE	WINNER
<i>Australian Educational Researcher Best Paper Award</i>	Doherty
Alfons Auer Award in Theology and Ethics, University of Tubingen (2019)	McAlesse
American Association for Adult and Continuing Education, Cyril O. Houle Award for outstanding contribution to adult education literature (2017)	Boeren
Comparative & International Education Society Dissertation Award (2018)	Zancajo
Honorary Life Vice President, Philosophy of Education Society of Great Britain	Conroy
Paul Webley Award for Innovation in International Education (2019)	Elliot
Regional Studies Association Best Paper Award in <i>Regional Studies, Regional Science</i> (2019)	Hermannsson
Literacy Research Association, Edward B. Fry Book Award (2015)	Arizpe, McAdam
Minerva Medal, Royal Philosophical Society (2019)	Phipps
Moss Madden Medal, Spatial Economic Analysis (2017)	Hermannsson
Silvius-Wolansky Award for Outstanding Scholarly Publication in Technology and Engineering Education (2019)	Morrison-Love
Society of Educational Studies Research Monograph of the year (2014)	Conroy
INTERNATIONAL HONORARY/VISITING PROFESSORSHIP	
Deakin University, Australia	Gale
Education University of Hong Kong	Dimmock, Schweisfurth
RMIT University, Australia	Osborne
University of Georgia, USA	Conroy
University of Otago, New Zealand, De Carle Distinguished Professorship	Phipps
University of Tampere, Finland	Osborne
<p>This service to the community and marks of esteem reflect the outstanding quality of the School's research, increasingly recognised internationally as a leader within the discipline.</p>	