Institution: Oxford Brookes University

Unit of Assessment: 23

Section 1. Unit context and structure; research and impact strategy

1.1 Introduction and Context

Education at Oxford Brookes University is a wide-ranging, multi-disciplinary research community combining traditional academic and practice-oriented research. Since REF2014 research and impact activity has expanded steadily in scope and scale. This is evidenced by a 58% increase in staff with significant responsibility for research (SRR) from 10.50 to 16.6 FTE, a four-fold increase in research spend, from £139,040 to £579,182, and an increase in doctoral completions by more than 40%, from 16 to 23 in the current assessment period. The quality and variety of outputs has also improved, with an increase from two to six single-authored monographs since 2014 (including award-winning publications, Section 4). The UoA is home to researchers of national and international standing in the following subfields: Science, Technology, Engineering, Arts, and Mathematics (STEAM) Education **(McGregor)**; Applied Linguistics and English as an Additional Language **(Kotzor; Spiro; Fujino; Russell);** Philosophy of Education **(Cain;** *Aldridge***)**; History of Education **(Wright)**; Anthropology and Sociology of Education **(Alexander)**; Youth and Media Studies **(Paule)**; Psychology of Education and Assessment **(Brown)**; Higher Education **(Walkington; Arthur; O'Donovan)**; Early Years **(Wild)**; Teaching and Learning **(Browne; Dalrymple; De Abreu; O'Donovan);** Leadership and Professional Learning **(Arthur; Gibson);** Geography (*Butt*; **Walkington)**; and Art Education **(Payne)**. Diversity of disciplinary background and research trajectory encourages an inclusive and vital environment for research and impact. Staff in the UoA are represented in key national and international learned societies and editorial boards of their sub-disciplines, while also contributing to a range of activities across the institution, and in the local community (examples are given below and in Section 4).

Since 2014, we have developed a vibrant and sustainable environment for research, in the context of a School of Education (SoE) in which 31% of FTE have significant responsibility for research (SRR, see Section 2) and where teaching remains a dominant activity and source of income. The SoE represents the institutional hub for educational research in the UoA but is not the exclusive location of all such activity. The UoA bridges multiple Departments and Faculties (e.g. **De Abreu** and **O'Donovan** in Business; **Paule** in History, Philosophy, and Culture; **Walkington** in Geography; and **Cain** in Philosophy), and is strongly represented in the leadership of the university-wide Research, Innovation and Knowledge Exchange (RIKE) Networks (**Alexander** in Children and Families; **Paule** in Gender, Diversity, and Inclusion), as well as across other faculty and institutional activities described below. While in 2014 research groups were less clearly defined, since then we have developed the following core research clusters (RC) to provide a vibrant, supportive and inclusive environment that facilitates research excellence (see also 1.2 below):

- STEAM (Learning and Creative Pedagogy) (led by **McGregor)**
- Humanistic Perspectives (led by **Wright**)
- Applied Linguistics (led by **Spiro**)
- Inclusion and Wellbeing (led by **Brown**)
- Policy, Leadership, and Partnership (led by **Gibson** and *Sky*)

- Early Childhood (led by *Shaw* with **Wild**)

Other UoA researchers intersect these groupings across the broader landscape of teaching and learning (**De Abreu**, for example, focuses on children, language brokering and psychology in educational contexts, while **Walkington, Dalrymple** and **O'Donovan** represent a core of researchers focusing on aspects of teaching and learning in Higher Education). The development of the above groupings reflects a consolidation of our 2014 profile (particularly for STEAM) while also facilitating new areas of growth (sociology of education and youth; psychology of education; history of education; leadership and management; and HE pedagogy).

We support research across a broad span of career trajectories, evidenced in our track record for internal promotion and progression as well as in recruitment of new staff, including early-career and second-career researchers (outlined in Section 2). Our positioning in the city of Oxford offers opportunities for research and impact in collaboration with both local and international partners including schools, third sector organisations (e.g. Science Oxford; Pitt Rivers Museum), and other universities (especially University of Oxford [UoO] – see Section 4). Our approach to impact emphasises sustained local and regional engagement, particularly with schools, early-career teachers, and university students, leading to broader impact at the national and international scale. We have a clear plan for extending a sustainable approach to research and research impact in coming years (Section 1.3), centred on making our research activity inclusive, innovative and impactful.

1.2 Research and Impact Strategy

Establishment of our positive research environment has been achieved by working towards five core strategic goals articulated in a Research Implementation Plan, initiated in 2014 and reviewed regularly against faculty and institutional objectives.

First, in relation to **Research Community and Activity**, we have focused on the successful functioning of research infrastructure, on effective leadership, on improving levels of staff engagement (particularly early-[ECR] and mid-career researchers [MCR]), and on nurturing collaborative and interdisciplinary research. We have restructured and strengthened our interests around the six RCs, with each RC lead devising an action plan annually. Each contributes to the UoA research events schedule and hosts a funded external visiting academic. From 2014-2020, devolved QR funds (c.£1,800/year) were distributed to RCs for events and staff development. Strategic direction for the UoA is provided by the SoE Research Lead (RL) (*Butt* and **McGregor**, 2014-2018; **Alexander,** 2018-present) who is also a member of the SoE Leadership Team. The RL works with the RC Leads (including ECR and MCR) through regular meetings of the Research and Consultancy Committee (RaCC), developing and monitoring activity and strategy. The RL and RC leads cascade support to RC members. Senior research leaders also mentor staff directly.

Since 2019, QR funds have been allocated to a dedicated UoA Research Convenor (*Frodsham*), who is a postdoctoral researcher (PDRA) with a 0.2FTE allocation for providing support with bidding activity, website updates and events logistics. QR funding also supports research conference attendance, which feeds into publications (e.g. returned outputs for **Alexander, McGregor, Spiro,** and **Brown**). Additional funds are available from the Faculty and University for research. For example, with support from senior researchers, UoA members have maintained a sustained record of success in bidding for internal seed-corn research project funding, impact funding and funding for events (see Section 1.4).

The above changes have facilitated research engagement of staff through a more organised and strategic approach. Since 2014, the UoA has expanded its annual programme of QR-funded events to approximately 30 per year. This programme relates directly to staff development (Section 2.2), including:

- A traditional externally facing seminar series;
- Regular work-in-progress workshops;
- An annual Education research conference (the 2020 virtual conference welcomed over 130 delegates from across the world);
- Research away days so that staff have direct input into research strategy (e.g. **Spiro**'s establishment of support for internal peer-reviewing of publications; **Arthur, Wright,** and **Dalrymple**'s Faculty-funded initiative mapping best practice for doctoral supervision);
- A programme of development events including: fortnightly academic writing mornings (2018-), away days and residentials (2014-); mini-research sabbaticals of one-two weeks (2016-2020); support for bid writing and managing projects; and for developing consultancy activities, impact, and public engagement; discussion and reading groups (all 2014-).
- The UoA has extended its public lecture and seminar series to include the involvement of international honorary/visiting staff. The significant contributions of Barry Carpenter OBE to UoA and Faculty research activities (e.g. through his *Autism and Girls* Conference in 2019 and popular 2020 COVID *Recovery Curriculum* talks) provides strong evidence of this.

The Covid-19 pandemic has accelerated our remote engagement with research students and those working flexibly from home with caring responsibilities, who can more readily access virtual activities such as seminars, cluster meetings and events. Researchers have identified the value of these activities. **McGregor** organised STEAM RC events linked to the Primary Science Teaching Trust (PSTT)-funded research, generating new research (e.g. **McGregor's** co-authored outputs with PDRA *Frodsham*). **Wright** identified discussions within the Humanistic Perspectives RC, and writing retreats, as crucial to the development of outputs (including her award-winning 2017 monograph, see Section 4). **Brown** noted writing away-days in 2017-2018 as crucial for developing publications in 2018-19. **Alexander** attributes his success in securing a Fulbright scholarship (2014-2015) to support from more senior academics during RC meetings and subsequent mentoring. Other activities have a direct impact on research outputs. The annual Westminster Trust Sabbatical (2017-2020) is match-funded by the SoE, and these semester-long sabbaticals have been awarded to **McGregor (2018), Alexander (2019), Arthur** and **Spiro (2020). McGregor** used this to produce three journal articles; **Alexander** three articles and one monograph; and **Arthur** two co-authored journal articles.

Interdisciplinary and collaborative work has also flourished because of changes in planning and leadership. Under the Humanistic Perspectives cluster, for example, the *Remembrance in Schools* project brings together philosophy, history, and sociology of education, resulting in one co-authored publication (**Wright,** *Haight*, **Aldridge** and **Alexander**) in the *Journal of Beliefs and Practices*, and several further under development as the project continues (section 1.3). **McGregor** leads a collaborative writing project through the STEAM RC for an edited volume entitled *Reflections on Becoming an Educational Researcher,* including early- and second-career researchers and senior colleagues at UoO. The Applied Linguistics RC, led by **Spiro**, has held a series of interdisciplinary symposia including: Language and the Creative Arts (2015-2017);

English as an additional language (2017); and Thinking-in-action: Approaches to Teacher Development (2018).

Second, in relation to **research Income**, we have been successful in our aim to increase grant capture, to diversify sources of income, and to increase support for staff (see Section 3.1). Grant capture is monitored via a bids consideration committee (2014-), which works to identify and match opportunities against expertise (e.g. **Alexander** and **McGregor's** Daiwa Foundation bid, 2014; **Arthur's** British Academy bid, 2018; **Kotzor's** part in a UoO-led AHRC bid, 2019). This committee also supports bidding for internal faculty funding (e.g. *Butt* and **Alexander's** successful bid for £14,000 project funding, 2015-2016; Research Excellence awards of up to £10,000 in each case for *Butt*, 2017; **McGregor** in 2018 and 2019; and **Brown** and **Alexander,** 2019). Regular developmental workshops and direct mentoring aimed at improving the quality of funding applications, especially from early- and mid-career researchers, have resulted in a marked recent increase in bidding (e.g. **Payne, Brown,** doctoral student *Shires*, PDRA *Frodsham*).

Third, in relation to **Research Students (PGR)**, we have aimed to grow and sustain the quality of the PGR community, evidenced in the steady increase in doctoral completions from 16 in 2014 to 23 in 2021, as well as growing our Professional Doctorate (EdD) recruitment (35 enrolled since 2014). The UoA now has a large and vibrant doctoral community as a result of this strategic focus (61 PGR, 12 PhDs and 49 EdD). We have focused on further inclusion of PGR students in events (e.g. regular developmental 'Research Circles'; EdD colloquium; staff workshops for improving quality of supervision; opportunities for international collaboration) and publication profile (e.g. **Alexander** and *Butt's* co-authored articles with doctoral student *Loewenthal*; **McGregor's** collaborations with PhD student *Bell*, PDRA *Frodsham*, and others). We actively support doctoral study for UoA staff (see also Section 2.3).

Fourth, in relation to **International Collaboration**, since 2014 we have strengthened existing links while growing new partnerships. Strategic links exist with partners in the USA, Europe, and China, including individual connections between academics, collaborative research projects (e.g. **De Abreu's** EU Horizon 2020-funded research), and a growing portfolio of research-informed professional learning programmes (outlined in Sections 2 and 4). In 2019, the UoA achieved a major international success co-hosting with UoO the European Science Education Research Association Doctoral Summer School 2020. Science education expertise is recognised internationally through **McGregor's** involvement in the Strategies for the Assessment of Inquiry Learning (SAILS) FP7 EU project, involving 11 European countries (2013 – 2016).

Fifth, in consolidating **Research and Impact Strategy**, the strategic plan (Section 1.3) demonstrates a focus on careful planning for future sustainability.

1.3 Strategic Plan 2020-5:

Our strategic plan focuses on making our research activity **inclusive, innovative,** and **impactful.** A Research and Knowledge Exchange (KE) vision statement was written in consultation with UoA members in 2018/19, informing the UoA's plans for 2021-2025, focusing on three objectives:

1. Inclusivity: To continue to develop a dynamic environment supporting the research and scholarship of all staff and doctoral students; and to further develop research leadership. To recruit and retain ECR and MCR staff, while encouraging internal promotion. To

continue to grow a diverse and collegiate doctoral community. To ensure that an inclusive approach to research and impact is reflected in the practicalities of workload planning.

2. Innovation: To grow our national and international profile for interdisciplinary research that is creative and innovative, while extending and diversifying our generation of research income.

3. Impact: To focus on the distinctiveness of our research expertise, emphasising engagement with the key publics (especially schools), in turn contributing to the common good. To extend the breadth of research-informed professional learning activity, building on existing success.

In 2021-2025 our community will celebrate our diversity of research expertise and experience. Emphasis will be placed on collaborative research, learning from existing strengths and recognising virtuous, circular links between teaching and learning, engagement with schools, and academic research. In forging a sense of inquiring intellectual community, together we will build a vital and sustainable research culture based on shared principles of equity and social justice.

1.4 Enabling and facilitating impact

The strategic plan for 2021-2025 reflects a clear commitment to maximising impact on wider publics, in line with Faculty-wide strategy (delivered through the institution's Research Impact Steering Group and by Research Impact Officers). Affording time and resources for impact has been essential to the UoA's strategy since 2014, evidenced through increased workload hours for KE and impact. External funding (e.g. **Alexander's** 2016-18 ESRC Impact Acceleration Award) and internal Faculty funding has also enabled impact (**Walkington** and **McGregor** received £1,500 faculty funding to support impact case studies (ICS), including assistance with data collection and buy-out from teaching; and **Wright** received £3,000 for the *Remembrance in Schools Project*). Support for impact has facilitated the following successes:

- **Undergraduate research engagement:** *Get Published!* (now *Launchpad*) (**Walkington, Payne**) focuses on undergraduate research engagement and mentoring. This OBU-wide programme is widely recognised internationally as an example of innovative practice for student research engagement, with clearly evidenced impact on approaches in other institutional settings. This forms an important part of **Walkington's** ICS.

- Wilson and **McGregor**'s *Thinking, Doing, Talking Science (TDTS)* project has had demonstrated impact nationally on science education (the focus of the **McGregor's** ICS). Via an EEF-funded trial, the creative pedagogy of TDTS has been shown to have a measurable positive impact on learning for primary pupils. The TDTS model has been taken forward by multiple organisations: e.g. the Wellcome Trust *Explorify* platform explicitly reflects the principles of TDTS, and 10,291 UK schools have at least one teacher using *Explorify* (approximately 50% of UK primary schools). TDTS directly informed the pedagogic approach adopted in the newly opened facility of Science Oxford. The impact of this work is to continue with further EEF funding for an efficacy study based at that organisation.

- **Art education: Payne** works on research engagement for artist-teachers in local schools. The local impact of **Payne's** research has led to impact at the national level through her role as President for the National Society for Education in Art and Design, and as a member of the All-Party Parliamentary Group for Art, Craft and Design in Education.

Payne chairs an Initial Teacher Education Special Interest Group who have successfully lobbied the Department for Education (DfE) to implement £9,000 bursaries for art and design teacher trainees in 2020-21. **Payne** is one of only 11 UK academics profiled on the 'Research Impact at the UK Parliament' website.

- **Professional learning:** UoA research impacts positively on local and international schools via professional learning activities delivered through OBU's Centre for Educational Consultancy and Development (detailed in Section 2 & 4). One example, the *Principles of Practice* programme with the English Schools Foundation (ESF) in Hong Kong, focuses on research literacy for teachers and is informed by the research of **Alexander**, **Spiro, McGregor,** *Aldridge*, and **Walkington**. This programme has directly shaped the strategic vision for the ESF. Also informed by UoA research (**Walkington** and **Browne**), the *Khebrat Leadership for Change* programme was a project with the Saudi Ministry of Education focusing on mentoring teacher engagement with educational research. In 2016-17 the UoA was the only in the UK to succeed in bidding for this project. **Alexander**'s ESRC Impact Acceleration Award also focused on professional learning, exploring how schools engage in discussions of culture and difference.

- **Special Educational Needs, Disabilities and Inclusion (SENDI):** Visiting academic Barry Carpenter (OBE) carries out impact activity in the field of autism, e.g. in the development of a national project developing online 'Training materials for teachers of children with severe, profound and complex learning disabilities". More recent work on a post-COVID "Recovery Curriculum" was proposed via two talks given at the DfE in 2020, attended by 8,700 participants.

1.5 Interdisciplinary research

Interdisciplinarity is at the heart of the UoA research culture, and is a strategic goal demonstrated through a strong track record of researching and publishing with colleagues across disciplinary boundaries within Education. This is evidenced in the close working between UoA members and institutional RIKE networks (see also Section 1.1) and in the cross-disciplinary nature of researchers' work. **Spiro**'s co-authored 2019 monograph, for example, combines linguistics, cultural studies, and pedagogy; **McGregor's** work explores the links between science and drama; **Alexander** and **Paule** have worked together on outputs combining Media Studies, Gender Studies, and Youth Studies; **O'Donovan** works across education, psychology, and business. **De Abreu's** EU Horizon 2020-funded research on provision for migrant children demonstrates collaboration across an international and interdisciplinary team (see also section 4).

1.6 Research Integrity and Ethics

The UoA champions best practice for research integrity, with strong links to the university Research Ethics Committee (UREC): **Brown** is the Faculty ethics officer, new to role since 2014. **Brown** regularly delivers Faculty training on research ethics and provides scrutiny for student and staff research projects alike. This in turn feeds into undergraduate and postgraduate programming. **Brown, Gibson** and others also offer research ethics sessions for school partners. **Walkington**'s research into undergraduate research engagement tackles questions of ethics and integrity. **Brown** also collaborated in 2018-19 with **Spiro** and the UREC chair on research investigating ethics committees in educational research (a returned output published 2020 in *British Educational Research Journal)*.

1.7 Open Research

The UoA is committed to the principles of open research championed at the institutional level, encouraging open access publishing wherever possible. The UoA encouraged all researchers to adopt an open access approach to journal articles, conference proceedings, books and book chapters published between 2014-2020. Open access publications are made available via the institutional repository, RADAR. The majority of UoA research events are open to the wider public of the local education community. This is evidenced in the focus of the 2020 annual Education conference, which focused on the intersection between research and professional practice. In terms of open data, **Russell** is a central member of the open linguistics database Rendaku (a sound change in Japanese), http://www-h.yamagata-u.ac.jp/~irwin/site/Rendaku_Database.html. We are working closely with the EEF to explore how data from the *Thinking, Doing, Talking Science* project can be made more openly available.

Section 2. People

2.1: Staffing Strategy

The UoA includes a diverse profile of individuals, including: experienced senior-career professors (e.g. **McGregor;** *Butt*; **Browne; De Abreu; O'Donovan; Spiro; Walkington; Wild**); MCR who have progressed through internal promotion (**Alexander; Wright; Dalrymple**); and staff who have enjoyed senior careers in schools before their current appointments (e.g. **Payne; Gibson; Brown**). The research infrastructure outlined above (1.1) has allowed staff to develop substantial research careers while holding management, administrative, and teaching roles (e.g. in the SoE **Wild** (former) and **Dalrymple** as Head of SoE; **Alexander** as RL; **Wright** as PGRT; *Butt* and **McGregor** previously as RLs).

Since 2014 we have demonstrated a commitment to growing research capacity through the appointment and promotion of research-active staff. This targeted approach to staffing has strengthened existing specialisms while broadening the scope of our research portfolio. We have recruited new staff with a significant responsibility for research, namely **Alexander, Brown, Kotzor,** and **Gibson,** all ECR and/or second-career researchers at the time of appointment. The UoA now has a clearer focus on research being a key part of the job specifications of the majority of new staff, with a commitment to support and mentor their ongoing research (e.g. **Gibson** and *Frodsham*).

Investment in research staffing is evidenced through internal promotions, which also reflect research achievements. Our professorial staff has increased from 6 in 2014 to 8 in 2020 (new: **Wild** and **Spiro**). **Payne** has been promoted from Senior Lecturer (SL) to Principal Lecturer (PL). **Alexander** has progressed from ECR RF in 2013 to Reader and UoA RL in 2019. *Aldridge* was promoted from PL to Reader in 2017 and has subsequently been appointed as Professor at Edge Hill University. *Butt* has since retired, however where staff have left or retired, we have focused on vitality and sustainability by recruiting or supporting the promotion of enthusiastic individuals who have an emerging or established research profile.

2.2: Staff development

The UoA has a strategic focus on inclusive staff development, in keeping with the OBU Academic Development Framework (which mirrors Vitae recommendations for researcher development). For new staff (e.g. **Alexander**, **Kotzor, Gibson**, **Brown**) this is articulated through the 'Your First Three Years; YFTY' programme, providing training in research development, research management, and grant capture. The annual Personal Research Plan (PRP) is a valuable developmental tool, documenting research achievements and plotting future activity (see IES).

Alexander as RL is responsible for leading researcher development through the PRP. At Faculty level, support for new staff is articulated through events that extend beyond YFTY, including funding (e.g. Central Research Fund [CRF] Research Excellence Awards, events and impact funding); events focusing on grant capture and bidding; data skills development; project management workshops; writing workshops; and mentoring for promotion. A Faculty ECR Mentoring scheme also offers support and funding (£2,000 per FTE). Mentoring for senior researchers focuses on grant capture, developing impact, promotion and mentoring others. UoA researchers have taken advantage of this provision (e.g. through successful internal research funding bids; and evidenced in promotions), while the UoA has its own suite of staff development activities (see Section 1.1).

Continuing the focus on inclusivity, we encourage opportunities for early-career development including positions of leadership and responsibility. This also addresses succession management. For example, since 2018 **Wright** has become PGRT. **Gibson**, **Brown, Kotzor**, and **Wright** are all SL who are RC Leads. **Brown** has progressed through her Faculty-wide research ethics role. While a SL (2016), **Alexander** took over leadership for research-informed professional learning as Director of the Centre for Educational Consultancy and Development, before progressing to RL. **Payne** has progressed via a doctorate to an institution-wide position for widening participation, drawing on her research. In October 2020 *Frodsham* progressed from a short-term PDRA to a part-time permanent role as a SL focusing on KE and teaching activities. Some staff have recently completed doctorates (e.g. *Winters*) while others (*Shires, Reid, Fletcher, Tobin* and *Fenwick,* and *Skelton*) are in the process of completing doctorates in Education at OBU. This will enrich significantly the pool of current staff with a developing portfolio for research to be returned in a future REF.

Our focus on inclusivity goes beyond leadership and responsibility to also nurture collaborative contexts for staff development. From 2018, for example, fortnightly 'Research Circles' (**Wright** and **Spiro**), focus on developing research skills and peer support. Through PSTT-funded research, **McGregor** has championed the development of doctoral students (e.g. *Bell*) and PDRAs (*Frodsham*). Via the STEAM group, **McGregor** mentors less experienced staff through the ROBER collaborative writing project (see 1.1).

Other targeted staff development activities include:

- Mentoring: Professorial staff and Readers advise staff and RC Leads through one-to-one sessions; and during targeted workshops/events (e.g internal peer-review led by **Spiro**). Most external bidding activity includes a mentor and reviewer at the Faculty level, and the UoA provides close mentoring of bids via input from the RL and other senior research staff.
- Sabbaticals are available as outlined in Section 1, funded by The Westminster Trust.
- Funding: QR funds support attendance at conferences (£7,000/year). This is in addition to RC funds (also QR) and a Faculty Staff Development budget. Each year approximately 10 individuals attend conferences, ensuring a consistent UoA presence at key disciplinary conferences (e.g. BERA, AERA, ESERA).

2.3 Exchanges between academia and business

Exchanges between academia and business are focused principally through the work of the Centre for Educational Consultancy and Development (CECD), which has three core areas of research-informed activity: 1) UK-based professional learning for schools; 2) International professional learning programmes (principally for international schools); and 3) contract research. In keeping with the objectives of our REF2014 strategy ('expanding the work of our research and

consultancy centres' to ensure the vibrancy and impact of our research, and our future focus on innovation, the aim of CECD is to develop income-generating projects with schools and other educational partners that are underpinned by UoA research. Through CECD, UoA researchers develop impactful projects with non-academic partners.

This approach has been successful. Consultancy and CPD income was £12,250 in 2014-15, and has increased to £249,638 across 2015/16-2019/20. A large proportion of this funding (£144,000) was generated from professional learning projects with the Ministry of Education of Saudi Arabia under the *Khebrat* programme, underpinned by the research of **Walkington** on mentoring (described above and in Section 4). Our flagship Newly Qualified Teachers Induction programme is the heart of local professional learning activity (informed by the research of **McGregor** and **Payne**) and includes teachers from up to 40 UK schools per year. Since 2014 CECD has developed several successful contracts focusing on research-informed professional learning programmes with fee-paying international schools (Times College in China; 22 schools in The English Schools Foundation group in Hong Kong; 8 schools in the Ecolint/Geneva International School group in Switzerland). This work is underpinned by the research of **Alexander**, **Spiro**, and **Gibson.**

2.4 Research students

From 2014-2020 there were 23 successful doctoral completions, representing a steady increase of over 40% from figures in REF2014 (16). At least two further PhD and two EdD students are expected to complete in 2020-21.

Year	PhD	Professional Doctorate
2013-2014	2	0
2014-2015	2	0
2015-2016	2	0
2016-2017	1	2
2017-2018	5	0
2018-2019	6	2
2019-2020	1	0

PGR are an integral part of the research community. The PGRT (**Wright**), along with other members of the EdD team (**Arthur; McGregor; Spiro; Dalrymple**) oversee supervision and promote the research engagement of doctoral students, including RC membership and participation in the research activities described in section 1.1.

Doctoral students by degree

PhD	EdD
12	49

The EdD represents a large proportion of the total number of doctoral candidates in the Faculty. Research students come from a variety of backgrounds: the majority are employed as experienced practitioners in education or allied fields (e.g. Nursing). Since 2014 the UoA has been successful in advertising and recruiting students to five Faculty, match-funded scholarships (*Howard, Loewenthal, Coppard, Tobin, Bell*). Faculty support for PGR is articulated through the Doctoral Training Programme (2018-), providing activities to consolidate skills for academic practice. In keeping with our strategic focus on inclusivity, a key intention is to integrate more fully

both EdD and PhD students in the work of the UoA – through membership in RCs, mentoring, engagement in teaching, and attending and presenting at UoA and Faculty research events (e.g. Research Circles). PGR present their research work regularly at national and international conferences (often alongside supervisors, e.g. **McGregor;** *Butt*; **Alexander**). The EdD is twinned with colleagues at the University of Hawai'i (organised by **Spiro**), offering students exposure to wider international networks. With a focus on supporting progress towards timely completion, **Wright** has since 2018 instigated a series of developmental workshops including shadow transfer sessions, mock vivas and peer review of thesis drafts. All PGRs have access to shared workspace in a dedicated UoA Research Hub and study room, with IT facilities. The UoA has a dedicated Education library, and students have access to other libraries (including UoO Bodleian libraries). Support for PGR also extends beyond the degree: recent graduates (e.g. *Frodsham, Martin-Millward*) now have permanent or fractional roles in Education at OBU.

In terms of ensuring quality of provision, resource is directed into upskilling staff, who are increasingly engaged in supervisory work and internal and external examination of theses, as well as widening UoA representation on supervisory teams across the Faculty and beyond. One aim has been to pair new supervisors with experienced supervisors, supporting development and ensuring a consistent, quality student experience. Many staff in the UoA also contribute to the taught programme of the EdD, following university training to meet the requirements of doctoral supervision and teaching. UoA researchers are also active in researching HE pedagogy, including doctoral supervision. **Arthur** and **Dalrymple** won internal funding to develop a professional learning project focusing on doctoral supervision (2019); and **Alexander,** *Aldridge,* and **Dalrymple** completed commissioned research on best practice for doctoral supervision via CECD (funded by the British Council, 2015). This feeds into best practice. **McGregor's** appointment to host the European Science Education Research Association (ESERA) doctoral Summer School 2020 is another marker of esteem for the UoA in terms of best practice for doctoral provision.

Excellence in our wider postgraduate research community is evidenced in the following:

- In 2018 EdD student *Curry* won the Emerald Literati Award for Outstanding papers (Curry, R., (2017) "Makerspaces: A beneficial new service for Academic Libraries?", Library Review, Vol. 66 Issue: 4/5, doi: 10.1108/LR-09-2016-0081)
- The 2018 Winner of the BERA Masters Dissertation Award was *Manley* for her dissertation: School-based counselling interventions for the reduction of anxiety in primary school children: a systematic review
- In 2018 the dissertation of *Parsons* was 'highly commended' by the judges of the BERA Masters Dissertation Award.
- In 2019 MA Education artist-teacher student *Bird* was shortlisted for the Turner Contemporary annual art competition *Portfolio.*
- *Chalmers* received the commendation: British Council ELT (English Language Teaching) MA Dissertation Award in 2014; and was shortlisted for the BERA Masters Dissertation Prize in the same year.

2.5 Equality and diversity

OBU is committed to equality and diversity in its selection of staff and outputs for REF through its Code of Practice (see IES) and more broadly. UoA researchers are actively engaged in equality and diversity issues through various strands of research (e.g. **Alexander** and **Paule** research questions of race, gender, and social justice). Part of the remit of the Wellbeing and Inclusion RC is to explore questions of equality and diversity. This is well-evidenced in the annual *Inclusion Week* event, which brings researchers and practitioners together at OBU from across the region

to discuss questions of inclusion and diversity. The UoA is represented on the university Athena Swan committee (**Alexander, Arthur**) and supported the successful application for a Faculty Bronze Award (2020). UoA members are also prominent in the university Gender, Diversity and Inclusion Network (**Paule**), and elsewhere in relation to university strategy on diversity, inclusion, and widening participation (**Payne; Dalrymple** was University Associate Dean for Student Outcomes in 2020). Equality and diversity are also central to pedagogy and research-informed professional learning in the UoA, with research on these themes feeding into curricula.

In a sector where men still retain the majority of senior research positions, the UoA is committed to championing gender equality. Of the 66 (by headcount) REF-eligible staff in Education, 77% are women and 29% have SRR (19 or 16.6 FTE). Our EIA has shown no significant difference in those having SRR by any of the protected characteristics including gender; 29% of eligible women and 27% of eligible men have been returned and thus the UoA comprises 4 men and 15 women. The majority of senior staff, including **all** current professors, are women and both ICS were authored by women. The UoA gender mix of the output audit committee reflected that of the UoA overall and the EIA showed no difference in the number of outputs submitted by any of the protected characteristics including by gender.

The UoA encourages equality of access to research career progression for part-time and fractional staff with family or other caring responsibilities (e.g. **Alexander** and **Wright**). Flexible working is encouraged through a formal 'teaching constraints' register and through a flexible approach to workload planning accounting for responsibilities outside of work. Approximately 30% of all returned staff (both men and women) have taken parental leave, caring leave, or have adjusted to fractional working since 2014.

Inclusion and wellbeing are a focus for research (e.g. **De Abreu's** in Section 3.2), professional learning, and everyday practice in the UoA. Wellbeing and mental good health are championed in the UoA through a range of activities. Poetry events, social events, smaller groups for physical exercise, a weekly 'free vend' coffee morning, choir and musical events all aim to provide balance and wellbeing. **Payne's** 'anti-neoliberal booth' installation at the Think Human Festival invited audiences to dwell in silence as a route to wellbeing. The Inclusion and Wellbeing research group have hosted several events (e.g. the Autism and Girls conference 2019) that help to support wellbeing by championing the discussion of inclusion and the experiences of marginal groups.

Section 3. Income, infrastructure, and facilities

3.1 Research Income:

Since REF2014 the UoA has generated research spend of £579,182. This represents an increase of 350% on income recorded in the last assessment period (£149,030). Sources of research income in the current assessment period include: Primary Science Teaching Trust (the largest source of funding) (**McGregor**), AHRC (**Kotzor**), ESRC (**Alexander**), The British Academy (**Arthur; O'Donovan**); Gender and Education Society (**Paule**); The Higher Education Academy (**O'Donovan;** Dean); HEFCE (*Sharpe*); and the Daiwa Foundation (**Alexander** and **McGregor**). The substantial income generation from research-informed professional learning activity is outlined in Section 2.3. The increase in research income reflects our commitment to income generation as a strategic aim, as well as our investment in staff development for grant capture.

The vitality and sustainability of our approach to grant capture is reflected in the growing value and diversity of our income generation since 2014. In 2013-14 income was £54,660 from two sources. By 2019-20 the UoA had increased income (£92,320) and the number of funders, e.g.

PSTT funding for **McGregor's** *'Exploring and Exemplifying Creativity in KS2 & KS3 Science Classrooms'*, and **Kotzor**'s contribution to a large-scale AHRC bid led by the UoO entitled *'Journey of words: Manuscript to Mind'*). Bidding activity also increased to 17 bids submitted by 11 individuals.

Part of this overall significant increase in successful grant capture and bidding activity is attributed to increased support for bidding activity (see Section 2.2), and collaboration between senior researchers and less experienced researchers. Support for bid writing has also allowed bids that were originally unsuccessful to be repurposed for successful projects (e.g. **Alexander's** successful 2014-2015 Fulbright award, derived from a previously unsuccessful application). Extending and diversifying grant capture remains an area of strategic focus, and signs of progress are already evident. **De Abreu**, for example, has recently been awarded c.€376,000 as part of the EU Horizon 2020-funded project '*NEW ABC: Networking the educational world – Across boundaries for community-building'*, starting in 01/2021 and focusing on the emotional wellbeing of migrant children in education in the UK. The project involves 14 institutions from 9 countries.

3.2 Estates and Facilities

Since 2014 OBU has focused significant investment in estates and facilities (see IES section 4). UoA researchers benefit from refurbished spaces for research, dissemination, and impact (e.g. the Think Human Festival hosted in the John Henry Brookes building; **Payne's** participation in artist-teacher installations in the Glass Tank gallery space). All UoA researchers have individual or shared office space and can access a dedicated UoA Research Hub room. PGR also have a permanent workspace. In 2020 we were forward-thinking in investing QR funds in Zoom infrastructure (prior to institutional buy-in) for online research events.

OBU has a dedicated Education library and a wealth of online resources relevant to the key sub-disciplines represented across the UoA. Researchers can access resources across Oxford, including the UoO Bodleian libraries. The UoA maintains a strong and positive relationship with the Department of Education at the UoO and other departmental and wider scholarly networks relevant to the research of UoA members. **Alexander**, for example, is a Research Associate at the Oxford Institute of Social and Cultural Anthropology, while **Kotzor** is a member of the Oxford Language and Brain Laboratory. **Payne** works with colleagues at the Pitt Rivers Museum on artist-teacher research and museum collections. **McGregor,** *Butt, Aldridge* and **Wild** also maintain close working relations with counterparts at the UoO. Within Oxfordshire, the UoA is also linked to the Oxfordshire Teaching Schools Alliance, to the Oxford Education Deanery, Science Oxford (**McGregor**, see Section 1.4 above) and academy trusts with whom knowledge exchange and dissemination takes place regularly.

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

4.1 Research collaboration, networks, and partnerships

Since 2014 we have expanded our local, national, and international partnerships, in keeping with the Faculty Research and KE strategy. From 2018, two annual Westminster Trust-funded Teacher Fellowships allow local teachers buyout from teaching responsibilities to pursue original research with the mentorship of UoA members. UoA researchers also research and publish extensively with colleagues in other institutions, nationally and internationally (reflected in returned outputs). The impact of such collaborations has been to raise the profile of UoA research, offering opportunities for interdisciplinary work, often resulting in publications and new research projects. For example, **Walkington** co-leads research in mentoring undergraduate research with

colleagues at Duke University, Elon University, Bridgewater State University and Roanoke College (see **Walkington's** ICS). *Butt* worked with Emeritus staff (Catling, Vass) and Eaude (UoO) on a conference and special edition of the journal *Education 3-13* (2017); with Symeon Dagkas (Canterbury Christchurch University) commissioning and editing a special edition ('Hall of Fame') of *Educational Review* (2018); and with David Lambert (UCL/IoE) on commissioning and editing a special edition of *International Research in Geographical and Environmental Education* (2015). As a lead academic for the PSTT, **McGregor** works regularly with an international group of researchers in science education (e.g. **McGregor** edited a 2017 special edition of the *Journal of Emergent Science*, supporting junior academics Coppard and Bianchi). **Alexander** in 2017 co-organised an international conference on the life course with the American Anthropological Association. In 2018 **Alexander** also organised an international conference on teaching anthropology at OBU with the Royal Anthropological Institute. In troubling times for international networks in Europe, **De Abreu's** participation in large-scale EU Horizon 2020 funded research is evidence of how the UoA maintains an outward-looking perspective (detailed in Section 3.1).

Elsewhere, **Alexander** has held visiting posts at New York University (2014-15) and later at the Autonomous University of Barcelona (2019). In 2014 **O'Donovan** was Visiting International Scholar at the Australian Business Deans Council. The EdD colloquium is a focus for international collaboration with the University of Hawai'i (**Spiro**). In Hong Kong, **Alexander** works on research engagement for teachers with the English Schools Foundation, and in China, **Browne** carried out research-informed CPD at Beijing Normal University (2018). In Saudi Arabia, **Browne**, **Alexander**, and **Dalrymple** worked between 2016-2018 on the *Khebrat* project outlined in 2.3 and 4.2). In South Africa, **Walkington** has influenced approaches to undergraduate research engagement at Durban Technology University. In India, Shaw and Skelton have worked with the Helga Todd Foundation since 2018 on research into primary teacher mentoring. In Japan**,** **Alexander** and **McGregor** have researched teacher mentoring with colleagues at Kyoto University of Education, funded by the Daiwa Foundation (2014-2017).

The UoA has a culture of awarding Visiting Fellowships and Professorships, with these individuals supporting research activity, mentoring, providing seminars, and jointly authoring publications. Honorary staff appointed since 2014 include: *Mitchell* (Early Years); *Vass* (History Education); *Christensen* (Anthropology). These links have enabled an expansion of expertise and a contribution to the vitality of the research environment.

4.2 Engaging with diverse communities and publics
UoA researchers engage with a wide range of communities and publics, including the following:
- **Payne** is a member of the all-party Parliamentary Group for Art, Craft and Design Education and has had significant engagement with the broader artist-teacher community in her role as President of NSEAD (see section 1.4).
- The *Remembrance in Schools* project (**Wright,** *Aldridge,* **Alexander**): This project involves engagement with external stakeholders including representatives of interest groups (eg the British Legion), heritage professionals (eg Imperial War Museum), and school teachers interested in remembrance practices. This research was also featured in the *Times Educational Supplement* (2020).
- Think Human Festivals: In 2018 and 2020 OBU hosted a week-long festival showcasing the value of the humanities and social sciences at OBU. Members of the UoA (**Payne, Spiro, Alexander, Paule** and others) enjoyed a high profile at both festivals, which were attended by approximately 2000 people.

- Autism and Girls Conference 2019: This event led by doctoral student *Reid* and visiting academic *Carpenter*, welcomed over 100 delegates, mainly from practitioner backgrounds.
- The '*My Primary School is at the Museum*' project involving **McGregor, Wild,** PDRA *Frodsham*, and **Payne** is a national initiative exploring museum learning, in collaboration with local schools, museums, and academic and professional partners (King's College London's Cultural Institute; Wendy James, Partner at Garbers & James Architects).
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- Youth Transitions: **Alexander** developed the *FutureYou2020* art-research installation (2017-2020), exploring how young people imagine the future. Through interactive displays and an originally composed soundscape, public audiences have engaged with Alexander's research findings, including writing themselves letters that the researcher will send back at the end of 2020, extending engagement. The installation has been visited by thousands of individuals at the Ashmolean Museum (2016), the Bodleian library (2019), Pegasus Theatre (2018), at the Oxford Festival of Ideas (2019), Oxford Science Bazaar (2017), and Think Human Festivals (2018/2020).

- **Spiro's** research on cultural boundary crossing has been articulated through poetry to encourage public engagement, e.g. with Eynsham Peace Oak and Schools (October 2019); the National Museum of Justice and migration stories (May 2019), and through poetry collections published by Stanza Two.

- Professional learning: outlined in in Section 2, we have expanded significantly our research-informed professional learning programming for the teaching profession. This is evidenced as much in our work with local teachers, through programming for newly qualified teachers in Oxfordshire (in collaboration with the Oxfordshire Teaching Schools Alliance) as in our work leading research-informed professional development for the Saudi Ministry of Education (*Khebrat 1 & 2*), and our *Principles of Practice* programme for more senior teachers in international schools from Hong Kong to Switzerland. These programmes directly engage the teaching profession with UoA research.
- Researchers regularly engage with the media. **Alexander** and **Brown** have appeared on local radio to talk about A-Level results; **Alexander**'s research has been featured on a number of popular podcasts including that of the UoO (iTunesU), and *Education on Fire*. **Wright's** research on remembrance was featured in the TES (2020). **Paule's** research featured in Grazia and other national press for her work on gender and celebrity (2019-20). *Tobin* (doctoral student) featured in *The Guardian* (2020) for emerging research on representations of fatherhood in children's literature.

4.3 Indicators of recognition and influence

Indicators of the quality of research in the UoA are evidenced in different prizes and fellowships awarded. **Wright** (2020) was awarded the prestigious Kevin Brehony Prize for the best first single-authored book 2017-19 in the History of Education. In 2014-15 **Alexander** was the only recipient of the competitive Fulbright-Peabody scholarship (US-UK Fulbright Commission). UoA members are regularly invited to give keynote lectures (for example, **Walkington** has delivered 8 keynotes from 2014-20 including at the Research in Higher Education Newer Researchers Conference 2017, The Innovation Room, and University College Copenhagen, 2016). UoA researchers hold positions of responsibility across a range of organisations because of their standing. **Walkington** is reviewer for OCR A-Level Geography in South Africa. **Alexander** is the global chief examiner for International Baccalaureate (IB) Social and Cultural Anthropology. *Butt* provided consultancy

research for SQW, who were commissioned to evaluate the School Challenge Cymru Project. *Reid* (doctoral student) was a contributor in 2018 to the UNESCO and European Agency For Special Needs and Inclusive Education: Inclusive Education in Action initiative. **Wild** is Patron of the Reading Quest Charity and a consultant for Beanstalk. **Walkington** has recently advised The Higher Education Academy and Quality Assurance Agency. *Shires* (doctoral student) is a founding Fellow of the Chartered College of Teaching.

UoA members are also represented across a range of professional bodies, in some cases in positions of leadership. Researchers are members of BERA (**Wild, McGregor** and others) and the University Council for the Education of Teachers (doctoral student *Shires*, **Alexander**), and Senior or Principal Fellows of the HEA (**Dalrymple, Walkington**). **McGregor** is a lead academic advisor for the Primary Science Teaching Trust (PSTT), Chair of the Research Committee for the Association of Science Education (ASE), member of National Association for Research in Science Teaching (NARST) (USA), and the National Science Teaching Association (USA). *Butt* was Chair, then Secretary, of the Geography Education Research Collective (GEReCo), invited member of the International Geographical Union – Commission on Geography Education (UK). **Alexander** was a Board member of the Anthropology of Childhood and Youth SIG (American Anthropological Association, 2014-2017), and a member of the Education Committee for the Royal Anthropological Institute. **Wild** is member of British Psychological Society, and sits on the National Steering Group for Early Childhood Studies Degree Network. **Browne** is a member of Education and Training Foundation.

Walkington is a member of Steering Group of the British Conference on Undergraduate Research (BCUR), Co-Chair of the Society for Research in HE Academic Practice Network, member of HE Research Group (HERG) of RGS-IBG; co-chair of the International Network for Learning and Teaching (INLT). While at OBU *Aldridge* was an active member of Philosophy of Education Society of Great Britain and was an elected member of the Executive Board of the Association for Moral Education. **Wright** is a member of Social History Society, and Honorary Secretary of the History of Education Society, UK. **Paule** is a member of Gender and Education Association (GEA), Media Communication and Cultural Studies Association (MeCCA), and Ruskin College Council. **Spiro** is on the Steering Executive for Centre for the Internationalisation of Curriculum Inquiry and Mentoring (CICIM). **Brown** is a Fellow of the British Psychological Society (BPS).

4.4 Academic journal editorship/editorial board membership: In addition to reviewing across a range of journals, since 2014 staff have been editors, or served on editorial boards, for the following academic journals:

- Educational Review (*Butt*); Oxford Review of Education (*Butt*; **Alexander**); Research in Geography Education Online (RIGEO) (*Butt*);
- Scholarship and Practice of Undergraduate Research (US) (**Walkington**), GEOverse (Walkington), Journal of Geography in Higher Education (**Walkington**);
- History of Education (**Wright**, editor 2014-2019),
- Reading in a Foreign Language (**Spiro**),
- International Journal of Science Education; International Journal of Thinking Skills and creativity; Journal of Research in Science teaching (**McGregor**);
- Teaching Anthropology (**Alexander**, editor 2016-2020);
- British Educational Research Journal (*Aldridge*, editor)