

<b>Institution: Liverpool John Moores University</b>
<b>Unit of Assessment: Education (UoA23)</b>
<p><b>1. Unit context and structure, research and impact strategy</b></p> <p><b>Context</b></p> <p>Educational Research at LJMU is organised and promoted by the Centre for Educational Research (CERES) which was founded in 2004. CERES strategy is focussed on attracting high calibre research active staff, supporting and developing the research experience and expertise of staff, and increasing the number and employability of research students. Research projects and doctoral studentships are supported through institutional- and faculty-distributed QR funding streams and external grant capture. Researcher development activities are initiated and hosted by CERES and institution-wide programmes of support such as the award winning ACTivator programme run by the Leadership &amp; Development Foundation (LDF) and co-delivered by colleagues in Research and Innovation Services (RIS).</p> <p>Since 2014 the focus of CERES has been dedicated to researcher development; to increase the proportion of staff actively engaged in research and the supervision of doctoral students. This represented a long-term strategy to lay the foundations to enhance the sustainability, and the quality and quantity, of impactful educational research at LJMU. This strategy was developed in tandem with structural changes at the School and Faculty level for the organisation of undergraduate and postgraduate programmes of study in education described below. Since, 2014 two new professorial appointments have been made (<b>Putwain</b> and <b>Thomas</b>) who have been central in driving forward the implementation of this strategy.</p> <p>The School of Teacher Education was merged with the Department of Educational Studies in 2016 to form a new School of Education; all education staff and students are now under the same institutional umbrella. The School of Education then joined a newly constituted Faculty of Education, Health, and Community. In 2019, the School of Education moved to the Faculty of Arts, Professional and Social Studies (APSS). This large, humanities-focussed Faculty offers greater synergies for the School of Education, with several substantial cohorts of practice-based students across the Schools in the Faculty. In the School of Education, these are initial teacher education (ITE) programmes, the Masters' programmes in Education and Advanced Educational Practice, and the professional doctorate programme (EdD). Overlap with other practice-based cohorts in APSS (architecture, graphic design, drama, journalism, forensic psychology and criminal justice, professional policing and professional policing practice) offers potential opportunities for further development of interdisciplinary research and doctoral supervision in new areas.</p> <p>CERES is fully committed to supporting research integrity in accordance with the 2020 LJMU Code of Practice for Research, 2017 RCUK Policy and Guidelines on Governance of Good Research Conduct, and the 2019 Universities UK Concordat to Support</p>

Research Integrity. Principles of honesty, rigour, openness and transparency, care and respect, and accountability, underpin the CERES Remit, CERES Management Group (CMG) Terms of Reference and CERES activities including the approach to member support and development, and the impact and research strategy. An adjunct is our commitment to, and promotion of, the open research agenda. At meetings and through the monthly CERES newsletter, we remind members of the importance of compliance with HEFCE requirements for the deposit of manuscripts accepted for publication, and enshrine the registration of study design prior to data collection (e.g., with the Centre for Open Science). We also encourage the deposit of curated datasets upon project completion as good standard practice irrespective of funding body requirements. CERES also has a commitment to open access journals (<https://openjournals.ljmu.ac.uk/>) and hosts four such journals with an educational theme (Innovations in Practice, PRISM, SPARK, and Transformation in Education).

### **Structure**

CERES is co-ordinated by the CMG comprising of Chair, Vice-Chair, Secretary, Associate Dean (Research), the School of Education Director, leads from the areas of research undertaken in CERES, two post-graduate research representatives (PGR and EdD), a lead for Equality, Diversity and Inclusion, and an external representative. Research in CERES is conducted in four areas of work. These are: 1) Sports Education and Coaching, 2) Higher Education Research, 3) Educational Support and Inclusion, and 4) The Philosophy, Culture, and History of Education. These areas of work represent the broad themes in which research is undertaken and do not function as discrete research groups. Staff with diverse interests may conduct research within more than one area of work.

CERES also contains three interdisciplinary research groups of members with aligned interests, activities and research projects. These groups are: 1) Critical Pedagogies and Theories for Post-Compulsory and Informal Education, 2) Research-Informed Pedagogies for Schooling and Learning Improvement, and 3), Sustainability and Social Justice. The four areas of work and three research groups represent continuity with the five themes comprising CERES research in 2014. The educational technology theme was discontinued in 2016 following the retirement of the theme co-ordinator (Prof. C. Jones).

The CERES research groups and respective members from other Academic Schools within LJMU, as well as from external institutions, have provided rich opportunities to undertake interdisciplinary research and collaborate in doctoral supervision. CERES members conduct research that overlaps with cognate disciplines in linguistics (**Thomas**), critical theory (**Frankham, Enriquez-Gibson, Thyssen**), sociology (**Daly**), sports and exercise science (**Cronin, Foulkes, Huntley, Roberts, Whitehead**), environmental science (**Stott**), philosophy (**Hammond**), art and design (McLain), psychology (**Gallard, Putwain, Wood**), and chemistry (Mallaburn). The interdisciplinary nature of the research conducted by CERES members is reflected in the foci of the three CERES research groups and the diverse programme of research seminars and other

colloquia offered by CERES (see <https://www.ljmu.ac.uk/research/centres-and-institutes/centre-for-educational-research/seminar-series>).

The ***Critical Pedagogies and Theories for Post-Compulsory and Informal Education*** research group is led by **Hammond** and comprises of 14 members (7 core; 3 associate; 4 affiliate) who are academic researchers from LJMU and externally affiliated staff from regional further education colleges, Edge Hill University, Huddersfield University and Università degli Studi di Sassari (Italy). The foci of this group are the post-compulsory areas of further, higher, adult, vocational, community and informal education. Members have a keen interest in *praxis* and the group embraces educational theory, philosophy and/or pedagogical practices, which recognise and pursue innovative, dynamic and creative approaches to knowledge exchange, collaboration and democratic engagement. Work undertaken within this group aims to further understanding of critical, utopian, social, technological, vocational and hybrid pedagogies, as well as historical and historio-graphical analyses of past, present and future permutations of pedagogy and post-compulsory education. Key projects over this REF cycle included *Transitions: Challenges, Threats & Opportunities across the Post-compulsory Sectors* (**Hammond**) and *Looking back Going forward: School Time in Flux and Flow in Europe and Beyond* (**Thyssen**).

The ***Research-Informed Pedagogies for Schooling and Learning Improvement*** research group has 21 members (10 core, 11 associate) is led by Rowley and brings together academic researchers from LJMU, practitioner researchers, school leaders and CEOs from the voluntary sector (e.g., Merseyside Collaborative Outreach Programme) to promote inter-organisational collaboration, knowledge creation and exchange, with a focus on social, environmental and inclusive practice. Research themes include regional knowledge exchange partnerships, curriculum policy change, aspirational outreach programmes, wellbeing and mental health in education, and education for sustainable development agendas. Substantive projects over the present REF cycle included *Shaping Futures with Absolute Chemistry* (Mallaburn), the *Assessment of, and Intervention for Test Anxiety in Secondary School Students* (**Putwain**), and *Towards a Natural Curriculum in Primary Education* (Rowley).

The ***Sustainability and Social Justice*** research group is led by **Enriquez-Gibson** and comprises of 11 members (7 core; 4 associate). This group is made up academic researchers at LJMU undertaking research that aims to promote, within the work of researchers and practitioners, including students and teachers a focus on sustainability and social justice; a prioritisation of ethical and life principles, not just economic priorities and measures; a pedagogical commitment to renew and preserve 'educare'. The foundational principle of this group is that all research projects should *make a difference*. The members of this group have undertaken research as a form of social action. Major projects have included the *Education of Children with Incarcerated Parents* (Brookes), *Intergenerational Informal Learning through Darning, Sewing and Knitting* (Boyd), *Sari-sari Education in the Philippines* (**Enriquez-Gibson**) and the *Support of Children who have Experienced Parental Separation or Loss* (**Kay-Flowers**).

### **Research and Impact Strategy**

Over the last period of assessment, the objectives for the unit of assessment were to:

1. To serve as a focus to cohere and extend existing pedagogic and education-related research across the University.
2. To build and develop significant networks of educational researchers, in respect of both research projects and publications, with partner academic institutions in the UK and overseas.
3. To provide a forum for vibrant research debate through seminars, conferences, and short research development courses aimed at staff.
4. To develop research projects exploiting the range of research expertise across the University.
5. To foster and nurture engagement with service users and local communities in the planning, delivery and dissemination of research.
6. To actively promote and support the development of staff in respect of doctoral completions.
7. To support staff who have recently secured a doctorate to engage in supervision of doctoral students, and to act as both internal and external Examiners.
8. To increase recruitment of doctoral Students and engage proactively with them, beyond the typical supervisory team model (see Section 2: *Post-Graduate Research: Training and Supervision*).
9. To facilitate the development and capture of impact arising from research.

The approach to developing and capturing impact was threefold:

1. Identify key pathways for all projects and programmes of research, and work with key stakeholders to identify how to effectively promote research findings to users.
2. Embed the dissemination of research findings in professional networks with partnership ITE schools to inform practitioners of research findings and how they can be utilised.
3. Support CERES members in the development and capture of their impact work. Access and training was provided for the university subscription to the Vertigo Ventures Impact Tracker software, four impact-specific sessions were offered in the ACTivator programme ('Building Blocks of Impact', 'Exploring Stakeholder Engagement', 'Maximise your REF Readiness' and 'Influencing Policy with Research') and meetings scheduled with the University Impact Officer (see Section 2: Staff Development).

The effectiveness of these objectives in steering research in this unit can be evidenced through:

1. **Growth:** From 2014 to 2021 there was a 93% increase in number of CERES members judged to have significant responsibility for conducting independent

research (SRIR; returned as Category A staff to UoA23), an 87% increase in numbers of students completing PhDs, ten members of staff who have completed doctoral degrees, and re-launch of the EdD programme. Detailed information is provided in Section 2 below.

2. **Collaborative Research:** CERES members have worked collaboratively on research projects and doctoral supervision with academic colleagues from within LJMU (e.g., **Cronin's** research with the School of Sport and Exercise Sciences), at other institutions in the UK (e.g., **Wood's** research with the University of Lancaster), and from overseas institutions (e.g., **Rudd's** research with the University of Melbourne). Furthermore CERES members have worked with key stakeholders, and national and international users of research with, for example, the Royal Society for Chemistry (Mallaburn), English Football Association (**Whitehead**), and the European Paralympic Committee (**Huntley**). Detailed information is provided in Sections 3 and 4.
3. **Research Culture:** CERES launched a new seminar series in 2016. The continuity of the seminar programme demonstrates continued engagement from CERES members and research users. CERES members have also hosted research exchanges, other colloquia. BERA SIG8 held a meeting hosted by CERES in 2018, the 10<sup>th</sup> EERA Network 17 History of Education Doctoral Summer School was hosted by CERES in 2019, and an online doctoral research conference in education hosted by CERES in July 2020. Local support and training for doctoral students and staff is provided through CERES, and contributions are made to Faculty Research Conferences and Jamborees. Detailed information is provided in Sections 3 and 4 below.
4. **Civic Vision:** Since 2016, CERES members have worked with key stakeholders (such as the Royal Society for Chemistry, Ofqual and Sport England) to establish new collaborative knowledge transfer and impact partnerships. CERES members also contributed new innovations in the training and support of school practitioners (e.g., training for bereavement counselling and test anxiety intervention), and were appointed to governance positions of community-based groups (including schools and charitable organisations). Detailed information is provided in Sections 3 and 4 below.
5. **Impact:** The three submitted impact case studies were led by **Putwain, Richards,** and **Whitehead**. **Putwain** worked with Ofqual to produce resources for students experiencing exam pressure and ITE partnership schools to deliver exam anxiety interventions. **Richards** worked with Sport England to educate and promote the benefits of exercise to young women in schools and other community settings. **Whitehead** worked with the English Football Association (FA) to enhance the practice of FA coaches. Other examples of working with key stakeholders, described in Section 4, include **Brookes** (HMP Liverpool and The Merseyside Police Violence Reduction Partnership), **Daly** (Global Action Nepal), **Boyd** (Liverpool City Region Combined Authority), **Hammond** (Further Education College Research Centres), **Mallaburn** (The Royal Society for Chemistry), **McLeod** (Knowlsey Local Authority), **Peiser** (ITE modern foreign language partnerships), and **Stott** (Royal Exploration Society).

Aims for the next period of assessment are as follows:

1. **Development of talent and expertise:** To develop doctoral and staff research expertise; to support associate CERES members in achieving and maintaining status as having SRIR in accordance with the University Code of Practice for REF2021.
2. **Attract external funding for research:** To increase the quantity and quality of research grant applications; to increase external grant income.
3. **Conduct research of the highest calibre:** To conduct open, rigorous, internationally excellent, and impactful research; to make substantial empirical, theoretical and methodological advances in education research and the learning sciences.
4. **Civic Vision:** To make a substantial contribution to the civic vision of the university; to engage with stakeholders and practitioners at regional, national, and international, levels; to undertake research that will positively impact on educational institutions, teaching staff, and students.
5. **Post-doctoral research:** Attract national and international students to undertake post-doctoral research study at LJMU; increase the supervisory capacity among the staff base; provide an excellent experience and prepare students for a career in higher education.
6. **Grow collaborative research in new areas:** To capitalise on the move of the School of Education, the host CERES school, to a new Faculty in 2019 with research collaborations and postgraduate research supervision in new areas.

Strategy to deliver these aims for the next period of assessment is as follows:

1. To grow the quantity of external funding applications (Aim 2) and submissions to peer-reviewed research journals (Aim 3), CERES members are required to submit 2-year research plans for scrutiny by a CERES subcommittee biannually.
2. A mentoring scheme (Enhancing Academic Practice) to support associate members to make the transition from associate to core membership and support core members to make applications for internal promotion to Readership (Aim 1).
3. CERES research groups to drive-up quality through rigorous peer-review of manuscripts (Aim 3), research proposals (Aim 2), and knowledge exchange activities (Aim 1) at quarterly meetings, organised by the group co-ordinators.
4. To raise awareness of funding opportunities through circulating funding opportunities relevant to CERES and training opportunities for grant-proposal writing on a monthly basis (Aim 2).
5. Active promotion of research findings and active engagement in professional research networks through attendance at a minimum of one externally hosted conference or other scholarly meeting per year (Aim 1).
6. Enhance research impact by embedding impact into all research plans and internal and external funding applications (Aims 1, 2 and 3). Embed and record impact as routine activity through networks of LJMU ITE and research partnership schools, and proactively utilise the professional educational, social, and sporting networks, to contribute to civic vision (Aims 1, 4 and 5).

7. Continued development of early career researchers (ECRs; those within 5 years of completing their doctoral qualification) through the Enhancing Academic Practice mentorship scheme to support the development of CERES associate members to achieving SRIR status (Aims 1 to 5).
8. Provide and fund opportunities for PGRs to present work at conferences and other forms of colloquia, publish work in peer reviewed journals, become involved in supervisor projects, and engage in higher education teaching (Aims 1 and 5).
9. Active promotion of CERES events, projects, and opportunities, throughout Faculty research networks, research centres and institutes, and enhance the standing of CERES with a move from research centre to research institute status (Aims 1 to 6).

## 2. People

### **Staffing Strategy**

Over the assessment period, staff turnover of senior researchers and leaders has been managed effectively. Professors Brundrett (2018), M. Jones (2014), and C. Jones (2016), have retired and have been retained with Emeritus status. Succession planning for the continued effective leadership of CERES identified skills in researcher development, in particular of ECRs, as a priority in the appointment of replacement staff. Accordingly, Professors Brundrett and M. Jones were replaced with high-calibre appointments, Professors **Thomas** (2019) and **Putwain** (2016), respectively. **Putwain** and **Thomas** are jointly responsible for co-ordination of UoA23 and for establishing and implementing the strategic direction of CERES. Succession planning was also used to identify CERES members with the potential for future research leadership including **Hammond** (CERES vice-Chair), research group co-ordinators (**Enriquez-Gibson** and Rowley) and EdD programme leader (**Gallard**).

There has also been, over the assessment period, substantial development of ECRs and staff transitioning to mid-career researchers (MCRs; those >5 years of having completed their doctoral qualification, not deemed to be senior (i.e., professors). **Whitehead** was internally promoted to reader in 2019 and the number of SRIR Category A staff with permanent contracts has risen from 14 (12.8 FTE) in 2014 to 26 (FTE 25.6) in 2020. Eleven existing staff with practice-based backgrounds in education completed doctoral degrees during this period (Boyd, Cartmell, Cole, **Daly**, **Gallard**, Kendall, Hirst, Malone, Martin, Pout, and Smith). In the School of Education, 53% of staff now possess a doctoral qualification (up from 42% in 2016 when the School was first constituted). Seventeen new staff have begun to engage in Doctoral Supervision for the first time (**Daly**, Brookes, **Foulkes**, **Gallard**, Hennessy, Kassem, **Kay-Flowers**, Kendall, Hirst, Mallaburn, Meadows, **McLeod**, **Rudd**, Rowley, **Smears**, **Whitehead**, and **Wood**) with five staff now also gaining new experience in the role of internal PhD Examiner (Brookes, **Daly**, **Enriquez-Gibson**, **Gallard**, Rowley, and **Wood**). These developmental opportunities will further grow our ability to sustain, support and expand the pool of post-graduate researchers at CERES.

### **Post-Graduate Research: Training and Supervision**

There is a thriving post-graduate research community at CERES. In the period from 1<sup>st</sup> August 2013 to 31<sup>st</sup> July 2020 there were 81 students registered (50 full-time, 15 international) and 43 completions. This represents an 86.9% increase on the 23 completions of the previous REF cycle. We value and nurture our Doctoral Students beyond the typical supervisory relationship through monthly meetings of a Doctoral Study Group (DSG), supporting students in submitting to and preparing to present at high-profile national and international conferences, providing financial support for PGRs to attend conferences (whether in receipt of a bursary and self-funded students), and providing opportunities for students to undertake paid teaching and support of undergraduate students (detailed below). The quality of research supervision, and the wider forms of support we provide, is recognised in our satisfaction rating for supervision in the 2019 Postgraduate Research Student Survey of 90%, and our satisfaction rating for professional development of 89%. These ratings compare favourably with average sector ratings of 86% for supervision and 79% satisfaction rating for professional development.

**Frankham** leads the monthly DSG, which is a forum for methodological discussion and support. The agenda is set by the PGR students and is responsive to their needs. The group also functions as an 'ad hoc' audience for students to present their work to their peers, sometimes as an opportunity to rehearse conference presentations that they go on to make at national and international conferences. Wherever possible, students lead the discussion and make inputs to the group. The Doctoral Study Group has also burgeoned sub-groups to include working collaboratively on publishing (e.g. **Frankham et al, 2014**; Nawaz Bibi, et al 2015; Cliffe et al., work on-going), and a feminist reading group.

From March 2020 onwards, the DSG has continued to meet via Zoom due to the initial 'lockdown' and subsequent Public Health England tiered restrictions; one focus for discussion has been how students' might redesign or adapt their study as a result of the COVID-19 pandemic. The group has also provided a forum to assist with data-gathering by students. These have included audience responses to a dance performance and a study on parental home education under the COVID-19 lockdown.

Students have access to Institutional and Faculty funds to support attendance and presentation at national and international conferences outside LJMU. Using such funds, Elliott presented work from his thesis about the ethics of ethnography at the *Annual Ethnography Symposium*, Copenhagen, Denmark in 2018; Cutler presented work from her thesis into the relationship between teacher beliefs and practices at the 2019 European Association for Research on *Learning and Instruction Biannual Conference*, Aachen, Germany; Bettinson presented work from her thesis regarding fundamental British values at the *British Educational Research Association*, Manchester in 2019.

Postgraduate Researchers are actively encouraged, and paid (in addition to any bursary), to engage in teaching/supporting seminars for undergraduate students through the Faculty 'PGRs into Teaching' scheme. In order to undertake teaching activities, it is



mandatory for students to complete an initial teacher practice programme, the '3Is' (Information, Ideas, and Insights) provided by the LJMU Teaching and Learning Academy. The 'PGRs into Teaching' scheme enhances student employability and allows the development of important transferable skills.

Doctoral students also organise their own mini-conferences around areas of mutual interest supported by internal Faculty funds (e.g. May 2020: Education of Offenders; June 2020: Creativity in Research). These events provide a forum for the presentation of their work and to engage in developing important skills for future employment. As a consequence of COVID-19, some events have been moved from face-to-face to online mode (e.g. the July 2020 conference on Doctoral Research Conference in Education).

In addition to the traditional PhD programme of study for undertaking PGR, an EdD programme (where the PGR component comprises 300 Level 8 credits) is offered by the School of Education. The EdD programme makes an important and valuable contribution to the aims of CERES through promoting the civic vision of the university, facilitating regional and national engagement with stakeholders and practitioners, and undertaking research that will positively impact on educational institutions, teaching staff, and students.

The EdD programme was suspended in 2013 due to the School and subsequent Faculty re-structure, and the chronic ill-health, and subsequent retirement, of the incumbent programme leader (hence no new enrolments until 2019). The EdD programme was re-launched in September 2019.

#### Doctoral Data for the Period 1<sup>st</sup> August 2013 to 31<sup>st</sup> July 2020

	PhD		EdD	
	New Enrolments	Completions	New Enrolments	Completions
2013 – 14	9	4	—	1
2014 – 15	12	6	—	3
2015 – 16	17	5	—	1
2016 – 17	12	7	—	3
2017 – 18	10	5	—	1
2018 – 19	13	5	—	1
2019 – 20	8	11	16	0
Total	81	43	16	10

Over the present REF cycle there has been substantial investment in student bursaries. Thirteen full bursaries (tuition fees and stipend) were awarded from competitive Faculty funding schemes (Faculty Scholarships), and five full bursaries were funded from

competitive Institutional funding schemes (the Pro Vice Chancellor's Scholarships run annually since 2013). A further two full bursaries were match-funded whereby the institution matched costs from external partners (the Football Association and the BePART trust).

EdD students are included in wider PGR community activities, particularly those in the thesis stage. Seminars and training events are sensitively scheduled (including twilight sessions after the school day is finished) to allow EdD students to attend.

### ***Staff Development***

Researcher development is supported in two ways. First, CERES staff made extensive use of the ACTivator programme. Since 2016, 63 ACTivator workshops have been attended by CERES members. Workshops focusing on building impact and stakeholder engagement were the most popular (21 attendees) followed by workshops focused on preparing successful funding applications (15 attendees). Workshops were attended equally by CERES members at all stages of their careers (ECRs, MCRs, and SCRs). Three CERES members (Malone, **Gallard** and Mallaburn; Malone and **Gallard** are ECRs) were successful applicants to the competitive Pro-Vice Chancellor sponsored Upskilling initiative (based on mentor-mentee relationship with funding; run as two cohorts in 2018 and 2019) in 2019. Three CERES members (**Peiser**, **Putwain** and **Whitehead**) supported the scheme as mentors in 2019.

The University Impact Officer has also met with CERES members in one-to-one, or small group meetings, over the REF cycle to support the development and capture of impact at all stages of development, ranging from project design and funding application, through to the collection of key impact indicators for impact case studies. Over the present REF cycle the University Impact Officer has either initiated, or been invited to attend, meetings with 15 members of CERES staff and supported CERES staff at Faculty research events in 2016 and 2017. The support of the University Impact Officer was critical in the development of **Putwain's** impact case study, through advising the types of evidence that could be used to support evidence of the impact: student narratives to provide first-hand accounts of beneficial change following intervention in ITE partnership schools, website views and downloads from Ofqual, and how to capture change in ITE schools provided with free resources.

Second, in addition to LDF organised events and the support of RIS staff, CERES hosts a series of shorter researcher development events throughout the year. These events supported the local development needs of CERES members. Members were informally consulted over their development needs and a programme of events approved by the CMG. Events were led by CERES members with expertise in a particular area or field. To avoid duplication with the ACTivator programme, CERES researcher development workshops are specifically focused on issues specifically related to the educational research.

These workshops have included writing workshops targeted at ECRs and MCRs) including 'From Education Project to Journal Paper' (facilitated by **Peiser** in 2019), 'Turning a Conference Presentation into a Peer-Reviewed Paper' (facilitated by **Frankham** in 2017, 2018 and 2019), 'Getting into a High Esteem Journal' (facilitated by **Frankham** 2017, 2018 and 2019), 'Development of Knowledge Transfer and Impact' (facilitated by **Putwain** in 2017 and 2018), and methodology and analysis workshops (Quantitative Analysis facilitated by **Putwain**, and Qualitative Analysis by **Frankham**, in 2018 and 2019). The success of development initiatives can be seen in the ECR CERES members with SRIR (**Cronin, Foulkes, Daly, Gallard, Kay-Flowers**) representing 19% of the total Category A staff submitted to UoA23 (in the 2014 submission, 14% of Category A staff were ECR). Furthermore, the publication of the work of ECRs (**Cronin, Daly, Foulkes, Gallard, and Rudd**), and MCRs (**Wood and Whitehead**), in highly esteemed journals, is reflected in the submitted outputs.

Associate CERES members are eligible to apply for the CERES Enhancing Academic Practice scheme launched in 2019. The purpose of this scheme is twofold. 1) Support colleagues in making the transition from associate CERES members, to becoming a full CERES member through being recognised by the University as having SRIR. 2) Support colleagues in supporting application for internal promotion to Readership.

Successful applicants to the scheme are provided with mentorship by an experienced core CERES member in a series of one-to-one meetings (6 over 12 months). The focus of the mentorship varies depending of the specific needs of the individual and includes developing a research plan with outcomes, monitoring and recording the achievement of outcomes, reading and commenting on draft articles, identifying suitable journals, identifying funding opportunities and commenting on draft applications, and how to identify and develop academic networks. Nineteen associate CERES members (Ankers De Salis, Atherton, Brookes, Broomhead, Daniels, Downes, Garden, Gretton, Hirst, Kaseem, Maher, Mallaburn, Malone, McLain, McLeod, Moors, Rowley, Smith, and Tynan) have been accepted onto, and being supported through this scheme in order to transition to SRIR status. Eleven core members (**Broomhead, Daly, Enriquez-Gibson, Gallard, Hammond, Kay-Flowers, McLeod, Peiser, Tracey, Wilkinson, and Wood**) have been accepted onto this scheme in order to support Readership application. Our ambition for this scheme is an increase, over the next REF cycle, in the number of core CERES members (SRIR status) and internal promotion to Readership.

CERES has supported the impact work of staff through the aforementioned researcher development workshops and also by convening meetings of CERES members who are involved in impactful work to discuss and share best practice for capturing impact. CERES also arranged for a series of one-to-one meetings and group discussions with CERES members involved with impactful work, to discuss impact strategies with Pollard, our visiting professor 2016 to 2018. Mallaburn, **Putwain**, Richards, and **Whitehead**, were successful recipients of internal University funding schemes designed to develop impact and capture evidence of indicators. Twenty-one CERES members make use of

the LJMU subscription to the Impact Tracker software in order to archive evidence of impact events and indicators.

### ***Support and Promotion of Equality and Diversity***

In common with many university departments with a substantive focus on educational research and/ or educating educational practitioners, the staff profile at the end of the last REF cycle (2014) was weighted towards those with substantial experience in the field of education as practitioners. Over the current REF cycle we have specifically looked at ways to broaden the age and gender profile of the unit (specifically, the under-representation of males with backgrounds in early years and/ or primary education and the promotion of females to Readerships and Chairs).

Accordingly, CERES has been supporting staff recruitment through identifying alternative pathways to recruitment (recruitment including professional networks through learned societies and partner schools and colleges) and the launch of the Enhancing Academic Practice with mentorship for making internal applications for promotion to Reader. In addition, **Thomas** is a mentor for the institutional *Supporting Women's Career Progression* mentoring initiative and CERES members (Downes and Mallaburn) sit on the School of Education diversity working group. Progress has been achieved, over this cycle of the REF in broadening both the gender and age profile of CERES members (both full and associate) and the associated academic schools which contribute staff to CERES. In 2014, 80% of CERES members (Category A staff returned in the REF) were female and 73% over the age of 35 years. In 2020, 46% of core CERES members (those with SRIR; returned Category A staff) are female and 68% are over the age of 35 years; 14% of the total submitted outputs to REF2 in 2021 are from ECR contributions and 69% from MCRs.

The Black, Asian, and Minority Ethnic (BAME) profile of CERES in 2020 (9%) is comparable with the overall LJMU profile. The most recent HESA data (2019) showed that 10% of LJMU academic staff were from a BAME background which is higher than that of the local community; in the 2011 census, 5.9% Liverpool City Region residents identified as BAME.

Staff who are recruited from a practitioner background, and with aspirations to become research active, are supported through doctoral study and the transition to CERES associate (and eventually) full membership through the Enhancing Academic Practice scheme. As indicated in Section 2, 9 staff with practitioner backgrounds have completed doctorates in the current REF cycle and 19 staff are have been accepted on the recently launched Enhancing Academic Practice scheme. Furthermore, 5 CERES members are presently undertaking PhD by publication (Atherton, Garden, McLain, Pratt, and Tynan) and 1 member is undertaking an EdD. The specific needs of staff and doctoral students (e.g., caring responsibilities and/ or disabilities) are considered and accommodated as appropriate through flexible working patterns designed to meet their personal circumstances. This allows CERES members to fulfil personal and familial commitments while creating space for professional engagement and commitments to flourish.

### 3. Income, infrastructure and facilities

#### *Income*

Total external income for the period 1<sup>st</sup> August 2013 to 31<sup>st</sup> July 2020 was £252,000. Income was generated from a number of sources including UK Research Councils, competitive and non-competitive awards from charitable bodies, central and local government awards, and EU funding. Apart from one member of staff returning from maternity leave, and one member who has recently completed her PhD, all CERES staff have held, or have applied for, research funding, over the current REF cycle.

The profile of CERES members over the REF cycle has transitioned from being mainly comprised of senior researchers (professors and experienced MCRs) to that of members having moved to MCR status. The majority of CERES MCRs (and ECRs) are inexperienced in obtaining external grant income and CERES income generation strategy has shifted accordingly. In order to provide insight into the process and time required to prepare an external grant application, members with less experience are invited to shadow more experienced members who are working on and submitting grant applications.

A complimentary approach is for less experienced CERES members with cognate interests to work in teams as co-investigators (CIs), with more experienced members as principal investigators (PI) to jointly submit applications for funding. This approach was successfully used by **Putwain** (PI) and **Wood** (CI) in being awarded funding for a project to investigate the role of technology in teaching Key Stage 2 mathematics by the Bowland Trust in 2018. **Putwain** (PI) and **Gallard** (CI) were awarded funding for a PhD studentship to investigate the role of emotional regulation in wellbeing by the BePART Trust in 2017, and **Morely** (PI; now left LJMU) **Cronin** (CI) were awarded funding for two PhD studentships by the FA in 2017 to investigate coaching policy and education.

ECRs and early stage MCRs are encouraged to seek funding, especially when seeking their first external grant income to target schemes with smaller funds available (e.g., the British Academy/Leverhulme small grants fund) in order to build up a track record of successful funding and project management. This approach was successfully used by **Hammond** who was funded by the British Academy/Leverhulme small grants fund in 2020 to study critical approaches to pedagogic practice in higher education. ECRs and early stage MCRs are also directed towards less-traditional funding streams (e.g., charitable bodies and learned societies) that may be less competitive than the more prestigious traditional funding bodies. **Wood** followed this approach and was funded by the Association for the Study of Primary Education in 2018, to examine provision for special educational needs and disabilities, and inclusive practice.

As MCRs build up a track record of funding from smaller sources they are encouraged to identify and submit applications for larger grants. **Huntley** was the recipient of prestigious funding from the European Union (2018 – 2021) for research into the

framework for disability sport coaching. Findings from this project have been used by the International Hockey Federation's new Level 1 coach education course (starting 2020). In order to alert CERES members to funding opportunities, calls for funding and notices of open schemes, are circulated monthly the Faculty Research Funding Co-Ordinator. CERES staff can also make use of the University subscriptions to Research Professional and GRANTfinder (use of these tools was also the focus of one of the aforementioned CERES development events in 2018).

Funding received by **Putwain** from the British Academy/Leverhulme in 2017 has led to substantial impact in the identification and support of highly exam anxious students. Findings from this project have been used in a support guide distributed by Ofqual, a resource pack distributed to schools, and an intervention used across schools and colleges in England and Wales. Funding received by **Whitehead** from the English Football Association (2018) and English Rugby League (2018) has been used to inform key knowledge exchange partnerships with English Football Association, Sport Northern Ireland, and UK Coaching. Substantial change has been achieved in the way that football, rugby and golf coaches work in the professional (e.g., premier league football clubs, rugby football league 1 clubs) as well as amateur (e.g., Liverpool county grassroots coaching) game.

### ***Infrastructure***

The three CERES research groups provides members with closely aligned substantive research interests with the organisational space and opportunity to work jointly on research projects, publications, knowledge exchange and impact. Groups meet quarterly to share news, undertake development events, and to peer-review plans for external grant capture, publication, knowledge exchange and impact. Members from all three groups have had work published in high-esteem journals (e.g., **Frankham**, **Thyssen**, and **Wood**), are engaging in knowledge exchange with key stakeholders (e.g., **Daly**, **Kay-Flowers**, and **Hammond**), and impact locally (e.g., Boyd and Mallaburn) and nationally (e.g., **Putwain**).

Several programmes of research, which have been central to the UoA over the last REF cycle, have been assisted through CERES structures and aforementioned University level support from the LDF and RIS. Central programmes of research were conducted by **Thyssen** (research into history of education), **Hammond** (critical pedagogy), **Frankham** (the student experience in higher education), **Putwain** (test anxiety), **Whitehead** (sports coaching), and **Huntley** (para-athletic coaching). These programmes of research have been supported through external grant capture, University funding (e.g., impact awards), support from the University Impact Officer (group and one-to-one meetings), away day events organised by CERES, and PhD studentships (funded externally and through University scholarships). Workload allocation of CERES members is adjusted to account for research responsibilities.

To support the development of research culture LJMU, CERES hosts a programme of monthly research seminars throughout the academic year. Since 2016 there have been

11 presentations from LJMU staff, 6 presentations from LJMU doctoral students, and 25 presentations from external speakers. CERES seminars are open to all, whether members of CERES or not. Up to three seminars per academic year are specifically focused on research of direct interest and relevance to school practitioners and EdD students (e.g., in 2019-20 we hosted seminars focused on the role of compassion in primary and secondary education and Fundamental British Values).

Since the Covid pandemic outbreak in March 2020, CERES seminars have been hosted online and this opportunity used to invite external speakers from further afield and promote seminars to a wider audience via professional networks. There were 100 registrations (the maximum allowable) for the seminar led by Professor David Carless, University of Hong Kong, in June 2020. A second innovation, following the Covid pandemic outbreak was the inaugural CERES online doctoral research conference in education held in July 2020 which attracted submissions from over 100 doctoral students, and was attended by over 200. Submissions were received from Australia, the United States, Japan, and Nigeria, as well as the UK, making this a truly global event.

Once per year, CERES has hosted a research exchange (as a stand-alone event, or hosted in conjunction with a Faculty research event) with a keynote lecture, presentations, and to provide the opportunity for researchers across the institution to network, exchange and discuss educational research and impact in both formal and non-formal settings. CERES has also attracted visiting academics (doctoral students, post-doctoral students, and lecturers) from Finland, Algeria, Germany, Romania, Spain, The Netherlands, and China. These collaborations have resulted in jointly authored book chapters and journal articles with, for among others Schmitz (University of Amsterdam), Hirvonen (University of Eastern Finland) and Santana-Monagas (University of Las Palmas de Gran Canaria), and research projects with Leon (University of Las Palmas de Gran Canaria: Teacher Communication Style and Self-Determination Theory), Salvador (Coimbra University: Compassion and mindfulness interventions for test anxiety) and Robson (University of Wollongong: Test anxiety prevalence and correlates in primary education).

Placements for students on undergraduate or taught postgraduate courses are offered through a 'research apprentice' scheme, launched in 2016, to work on research projects, knowledge exchange partnerships, or impact activities, with CERES staff. CERES has hosted 22 students who have worked under the supervision of **Putwain** to deliver test anxiety intervention in partnership schools: 2 students from the Edge Hill University Department of Psychology, 2 students from the Manchester Institute of Education, and 18 students from the LJMU School of Psychology.

### **Facilities**

All research staff, including research assistants and students, are accommodated in well-equipped offices, doctoral students are housed in a dedicated space on the IM Marsh campus, along with senior CERES members (including the Director), and Faculty research administrators, and allocated their own desk in shared office space. The

location of doctoral students in a central and shared space, allows for interaction and informal sharing of ideas, and mutual support networks to develop.

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

This section will elaborate on collaboration and contribution through describing the activities of the four aforementioned areas of work from 2014 to 2020: 1) Sports Education and Coaching, 2) Higher Education Research, 3) Educational Support and Inclusion, and 4) The Philosophy, Culture, and History of Education. The research undertaken within each area will be described, along with the collaborations involved in the production and dissemination of that work, and the contributions of this research to the research base, economy, and society. Members from all three CERES research groups are represented in these areas of work.

##### 1) Sports Education and Coaching

CERES members working in the Sports Education and Coaching theme have undertaken major programmes of research into disability sport (**Cronin, Huntley, Whitehead**), coach education (**Cronin, Huntley, Roberts, Whitehead**), and primary school physical education (**Cronin, Foulkes, Roberts, Rudd**) which include collaborations with colleagues based in Norway, Finland, Australia, and the Republic of Ireland. Funding has been received from local (e.g., Liverpool County Football Association), national (e.g., The Welsh government), and international (e.g., European Union, UEFA) bodies. The aforementioned programmes of research have involved collaboration with high-profile research users including the English Football Association, England Rugby League, UK Coaching, British Cycling, and the European Paralympic Committee.

CERES members working in Sports Education and Coaching have made notable contributions to national and academic networks. **Cronin** Chairs the Para-athletics Coaching Group for the International Council for Coaching Excellence (ICCE) with members from New Zealand, Canada, and the United States, to develop ICCE policy and governance for para-athletics coaching education (2018 to present). Invited keynote lectures have been given by **Rudd** (Scientific Conference on Motor Skill Acquisition, 2019), **Cronin** (World Modern Pentathlon Coaches Conference, 2019), **Roberts** (International World Congress on Women in Sport, 2014; International Council for Coaching Excellence, 2015; Football Training World Conference on Science and Soccer, 2017) and **Huntley** (British Athletics Para-athletic Coach Symposium, 2019; UK coaching conference, 2020).

**Cronin** was awarded the Young Scholar of the Year Award 2019 by the International Association for Physical Education in Higher Education (<https://aiesep.org/2019-young-scholars-3-colum-cronin>). His research has shown how primary schools can incorporate structured movement and dance into the PE curriculum to benefit cognitive mechanisms. **Whitehead's** research for England Netball coaching (<https://www.EnglandNetball.co.uk/back-netball-changing-lives/>) has shown how the



'Back to Netball' initiative had profound and wide reaching impacts on the participants' physical, mental, and social wellbeing (2018). In addition her groundbreaking research into 'think aloud' have provided new approach for sports coaching and sports coaching education that has been taken up in soccer, rugby, tennis, and golf. **Huntley** has developed the European Paracoach Framework, for the International Council for Coaching Excellence in 2019 (<https://www.europaralympic.org/copy-of-creators>), supported by best practice case studies and free online resources. This research was instrumental in challenging and changing cultural understandings of disability in the education of sport coaches.

## 2) Higher Education Research

CERES members working in the area of Higher Education Research have undertaken programmes of research into the role of technology in higher education learning (**Thomas** and **Tracy**), employability and enterprise skills among undergraduate students (**Dinning** and **Stott**), the use of assessment in higher education (**Nixon** and **Sadler**), and the National Student Survey (**Frankham**). Funding has been received from the Equality and Human Rights Commission and the British Academy/Leverhulme. **Sadler's** work on assessment has been incorporated into accreditation criteria by the British Association of Sport and Exercise Science (2017) and adopted by good practice in the Advanced Higher Education (AHE: formerly the Higher Education Academy) Degree Standards Project (2017 – 2020).

CERES members working in the field of Higher Education Research have made notable contributions to scholarly networks. **Thomas** is a Research Officer for the World Association of Online Learning (2012 to present) and has delivered ten invited international conference keynote lectures since 2014 and six since moving to LJMU in 2019 including the International Conference on New Horizons in Education (2020), Virtual Worlds Best Practice (2020), and the Cambridge University Press and Laureate Digital Learning Colloquium (2020). **Frankham** gave an invited presentation to IPSOS MORI (2015) to report on the findings of research into the National Student Survey.

**Thomas** was Co-Editor (2018 to present) of the *International Journal of Computer Assisted Language Learning and Teaching*, the Executive Editor of the *Journal of Second Language Teaching and Research* (2010 – 2019), and the founder of four major book series for major publishers: Palgrave Macmillan (2010 and ongoing), Bloomsbury (2010 an ongoing), and IGI Global (2010 - 2015). **Enriquez-Gibson** is editorial board member for *Journal of Teacher Education and Technology*. **Frankham** is a co-editor and executive committee member for *Pedagogy, Culture and Society*. **Peiser** is a member of the executive committee (2015 to present) and the conference committee of the Teacher Education Advancement Network (2017 to present).

**Stott** has supported or led numerous expeditions for undergraduates and school students (1989 to 2020) and notably was the Chief Scientific Officer for the British Exploration Society on international expeditions Svalbard (2015), Peru (2016), and Bolivia (2017). **Stott** was the architect of the first educational resources for students

using Semantic Web 2.0 technologies producing virtual field guides for the Alps and the Ingleton Waterfalls (2014). Research on the former was awarded the best paper at the Fifth International Conference on Education and eLearning (Thailand, 2015). **Stott** was a visiting professor at Penn State University, USA (2008 to 2017).

### **3) Educational Support and Inclusion**

CERES members working in the area of Educational Support and Inclusion have undertaken major programmes of work into special educational needs, and disability (SEND), and inclusion, (**Broomhead, Daly, Dinning, Vickerman and Wood**), the wellbeing of children and young people (**Frankham, Gallard, Putwain and Kay-Flowers**), and student motivation, emotion and engagement (**McIlrory, McLeod, Putwain and Wood**). Funding has been received from a mixture of sources including traditional funding bodies (the British Academy/Leverhulme), charitable bodies (The Bowland Trust), commercial organisations (Jackson-Lee solicitors), and professional organisations (National College for Teaching and Leadership). Research programmes have engaged with national and international networks of researchers based in Turkey, Nepal, Germany, Finland, and the United States.

Programmes of research in Educational Support and Inclusion have involved working with key stakeholders. **Putwain** has worked with the BBC (2016 – 2018: <https://www.bbc.co.uk/programmes/articles/1fNYdl1kgwQmNvw74LGT8S/the-mind-set>) and Ofqual (2018-19: <https://www.gov.uk/government/publications/coping-with-exam-pressure-a-guide-for-students>) to develop resources to help students manage the pressures of taking GCSE and A Level exams. **Daly** has worked with charities nationally to promote rights and inclusion in education (Practical Action UK 2012 to 2016) and internationally in the design and dissemination of a project examining the educational opportunities and barriers for children of migrant families in Nepal (Global Action Nepal, 2020 and ongoing). **Enriquez-Gibson** has led a global challenge literacy project focused on developing open educational resources, which involves working with the Department of Education's Alternative Learning System and local NGOs in the Philippines (2018 and ongoing).

**McIlrory** has provided consultancy for Epigeum (based at Imperial College London) for the development of professional development courses dealing with the integration of pedagogy and technology in online learning in 2015 and 2020. **McLeod** worked with the local authority and the managers of children's centres 2014 – 2016 to design a project examining the readiness of young children for school. These stakeholders were also involved in the dissemination of findings to other local authority children's centres as well as through ITE networks. **Kay-Flowers** was an adviser for the 2018 DfE consultation on changes to the teaching of Sex and Relationship Education and PSHE and 2014 to 2016 developed enhanced training for bereavement counsellors working with children in school settings that is now used by over 1400 schools throughout the UK (<https://rainbowsgb.org/research-documents/>). **Broomhead** was a member of 2019 steering group who co-produced the Chester and Cheshire West Council review of provision for children with high need special educational needs and disabilities

(<http://cmttpublic.cheshirewestandchester.gov.uk/ieListDocuments.aspx?CId=983&MId=5900&Ver=4>; see agenda item 54).

Associate members have also been active in working with Stakeholders. Mallaburn has collaborated with The Royal Society for Chemistry (RSCChem) in the 'Chemistry for All' (CFA; 2014 - 2016), and 'Absolute Chemistry' (AC; 2017 and ongoing), outreach programmes designed to inspire secondary school students to continue the study of Chemistry beyond GCSE. RSCChem contributed colleagues to the project steering group and played a central role in dissemination of findings through policy documentation (e.g., the 'Equality in STEM Education report' commissioned by the All-Party Parliamentary Group on Diversity and Inclusion in Science, Technology, Engineering and Maths'). Based on findings of CFA and AC, Mallaburn has written knowledge-enhancement courses for trainee, and in-practice, teachers that are and accredited through the RSCChem (2015 to present). RSCChem accredited knowledge-enhancement courses developed by Mallaburn are presently offered by the University of East London and Manchester Metropolitan University.

In conjunction with the Liverpool City Council (2014 and ongoing), Boyd has established a network of community craft cafes across the Liverpool City Region to share intergenerational learning of skills such as knitting, needlework, and embroidery (<https://www.homecare.co.uk/news/article.cfm/id/1593057/Craft-cafe-and-the-lost-art-of-button-sewing-brings-together-young-and-old>). Working with HMP Liverpool, and The Merseyside Police Violence Reduction Partnership (2016 and ongoing), Brookes has created a programme of mentorship and the 'My Time' app to support the education and wellbeing of children of incarcerated prisoners that has received widespread national media coverage.

CERES members working in the field of Educational Support and Inclusion are active in professional and scholarly networks. **Mclory** has delivered keynote lectures to the Psychological Society of Ireland (2019) and the Association of National Teaching Fellows (2019). **Daly** has given an invited lecture at The Journal of Ethics and Social Welfare 10th Anniversary conference in 2016. **Putwain** has given keynote lectures at the European Conference on Psychology and the Behavioural Sciences (2018), the Asian Conference on Psychology and the Behavioural Sciences (2019), and the British Psychological Society Psychology of Education Section conference (2019). **Putwain** has sat on the British Psychological Society Psychology of Education Section committee since 2011 and was Chair from 2012 to 2018.

The expertise of **Putwain** in the assessment, development, and reduction of test anxiety is shown through invited presentations to the Department for Education (2019), Ofqual (2018), invited round table discussants at the All-Party Parliamentary Party Group on Psychology (2018) and the British Academy (2019), and through being an appointed Assessment Expert for Ofqual (2019 to present). **Putwain** has also been highly active in knowledge exchange activities with eleven workshops run at local secondary schools and secondary school Heads' associations (2014 to 2020). **Putwain** is also a visiting

professor at Oxford Brookes University (2017 to present) and the University of Manchester (2018 to present) and was an Associate Editor for two of the leading educational journals, *Educational Psychology* (2015 to 2019) and *Learning and Individual Differences* (2016 to 2019). **Putwain** remains an editorial board member for these two journals and is currently Associate Editor for the *British Journal of Educational Psychology* (2018 to present).

#### **4) Philosophy, Culture, and History of Education**

Programmes of research have included intercultural understanding through foreign language education (**Peiser**), academic mobility of minority groups (**Enriquez-Gibson**), democratic pedagogy (**Hammond**), and the social and cultural history of education and childhood (**Thyssen**). Funding has been received from the British Academy/ Leverhulme and European Educational Research Association (EERA) to support scholarly activity. International collaborations for the aforementioned projects have involved scholars based in Belgium, Italy, and Poland, and Cyprus.

CERES members working in the area of the Philosophy, Culture, and History of Education hold key organisational and/ or executive positions in scholarly and professional networks. **Enriquez-Gibson** is the *New Realities* workstream leader of EECERA's Digital Childhoods, Multimodality and STEM SIG (2019 to present) and was a visiting fellow at the Coordinated Management of Meaning Institute, Tucson, Arizona in 2016. **Hammond** is the Convenor of the BERA Higher Education SIG, Editor for CDSS publications (2015 to present), was Founding Editor and current Deputy Editor of the open-access journal PRISM (established 2016), and joined the editorial board of the International Journal of Philosophy in 2019.

**Thyssen** is a Co-Convenor of Network 17 of EERA (2018 to present), a member of the Scientific Committee for the 2016 and 2017 International Conference for the History of Education conference, a Visiting Scholar at University of Sassari (2016), a Visiting Fellow at the University of Liege (2015 - 2017) and organised for the 2019 EERA's History of Education Doctoral Summer School.

Instruments developed by **Peiser** to assess intercultural understanding in learning modern foreign languages were accepted into the highly regarded ESRC/ British Academy funded IRIS website (<https://www.iris-database.org/iris/app/home/index>). These instruments have been used in subsequent research with an ITS partnership school (2013 – 2015) to develop intercultural understanding through a telecollaboration. **Hammond** has created a network of Further Education Research Centres (2016 and ongoing) to focus on the unique challenges and opportunities provided by and for researchers working in these settings, and an invited sector expert on the 2017 HEFCE/ Association of Colleges, Enhancing Scholarship project.