Unit-level environment template (REF5b)

Institution: University of Manchester
Unit of Assessment: 23 (Education)
Section 1. Unit context and structure, research and impact strategy

1.1 Context and Structure

Education research at the **Manchester Institute of Education (MIE),** University of Manchester (UoM), innovatively addresses significant educational challenges facing society. Working with local councils, the DfE, charities, schools, and educational psychology services, MIE research has global reach and directly influences educational policy and professional practice.

Key research achievements since REF2014 include the following:

- **High-quality publications**: 187 in Social Sciences Citation Indexed journals, averaging >5.7 per FTE staff member.

- **Recognition through ranking metrics**: In the 2019 and 2020 QS World University Rankings, MIE ranked 34th globally, advancing from 51-100 in 2017; we are 6th nationally.

- **Vibrant doctoral programme**, which includes professional doctorates in Counselling Psychology and Educational Psychology, with 305 PhD and professional-doctorate completions since 2014.

- **Prestigious accolades and prizes** e.g. **Gunter** and **Evans** made Fellows of the Academy of Social Sciences; **Lybeck** won the University of Cambridge Bennett Public Policy Prize.

- **Large-scale external grant funding**: new awards since 2014 total over £5 million (£5,573,084 in grant income reported).

- **Flourishing community of Post-Doctoral Research Fellows**, including Marie-Curie and Leverhulme-funded

Through its position in the School of Environment, Education, and Development (**SEED**), MIE is linked to geography, architecture, planning, and international development within the Faculty of Humanities, which links MIE to cognate humanities and social-science disciplines. MIE researchers lead within the Faculty and SEED; for example, **Evans** is Associate Dean for Staff Development, and **Black** is SEED Director of Postgraduate Research.

The School and Faculty benefit educational research in three important ways. First, MIE's organisational position facilitates interdisciplinary research, particularly on poverty and urban education, e.g., through the 'GM Inclusive Growth Analysis Unit' (IGAU), a specialist policy-oriented research collaboration within the Manchester Urban Institute (MUI). Funded by the Joseph Rowntree Foundation, IGAU has enabled intellectual integration, for instance, through eminent visiting professors of education contributing to MUI International Summer Schools.

Second, our position enhances provision for postgraduate and early-career researchers (PGRs and ECRs). Interdisciplinary links enable access to distinctive methodologies (e.g., place-based approaches, which help understand localised poverty; mapping as an analytical tool to explore inequalities in mental-health-service access for pupils). PGRs also enjoy access to school-wide and faculty-wide research training (Methods@Manchester; Arts@Manchester), facilitating dialogues with students and staff from diverse disciplinary research units; such encounters

enable our PGRs to make novel contributions to education. ECRs also access interdisciplinary training, and the SEED-wide Presidential Research Fellowship Scheme (**Choudry**, **Lybeck**) provides additional University networking, resources, and training support.

Third, MIE's position enables additional research support from School-wide and Faculty-wide professional-services staff; for example, budget-management assistance, internal and external communications and marketing, and grant-application and research-impact assistance.

We have built on our research strengths identified in REF2014 through our four <u>continuing</u> **Research Groups (RGs),** creating research-activity hubs that foster collaboration, focus our leading research, and ensure good communication and the cross-fertilisation of ideas. Each RG has sought international excellence in this REF census period by making strategic appointments, targeting dedicated impact funding (e.g., by making successful applications to the University's ESRC Impact Acceleration Account (IAA)), and engaging more deeply with current and future education professionals and policymakers. RGs are supported by grants from UKRI research councils, charities, and government sources. RGs run seminars, reading groups, and writing retreats, providing a forum for peer review of ideas, outputs, and research proposals. The RGs present strong external profiles, promoting engagement with (non-) academic partners, and staff/PGR recruitment. Senior researchers lead the RGs; members comprise senior staff, ECRs, and PGRs (PGRs not listed in numbers below).

The Four MIE Research Groups

Critical Education Policy (CEP, n=8) researches government and organisational policy actors, processes, and structures regarding the location and exercise of power. CEP explores three key themes in education policy globally through critical methodologies and social-science theories and theorising: Organisation and Leadership, Higher Education Research (HERE@Manchester), and Internationalisation. CEP was established as CEPaLs (Critical Education Policy and Leadership) in 2005: the name change since REF2014 reflects CEP's strategy to diversify into post-compulsory and international education, with considerable investment in promotions and appointments.

Critical Pedagogies (CP, n=11) explores pedagogy across the life span in informal and institutionalized contexts, drawing on diverse theoretical and methodological perspectives to (1) better understand how programmes and pedagogy affect student outcomes, including attitudes, and the relationship between achievement and alienation/failure, (2) advance thinking about learner and teacher identity, class, gender, and ethnicity, and (3) critique traditional educational praxis. The group has built significantly on its work reported in REF2014, but also developed new lines of inquiry, investigating STEM (specifically engineering) education and the HE context.

Disadvantage and Poverty (D&P, n=4) addresses relationships between poverty, place, socio-economic inequalities, and education. It has applied its globally relevant insights to develop a city-region equity-oriented approach to education. Distinctively, D&P's research demonstrates relationships between the socio-economic inequalities and poverty outside educational institutions and what happens within them. D&P's work includes IGAU-led research to understand and promote shared prosperity in Greater Manchester. D&P works across disciplines (e.g., geography, and public health) with multiple stakeholders (e.g. housing associations and employers).

Education and Psychology (E&P, n=11) advances psychological aspects of learning,

including social and emotional competence, young people's health and well-being, and social systems of learners. E&P developed from the Special Education and Additional Needs RG from REF2014 to encompass a broader focus on educational inequality, and particularly on mental health. Using randomised control trials, E&P members have evaluated the impact of social and emotional learning (SEL) and other interventions on educational outcomes. E&P synthesises evidence across many areas, influencing policy and practice in schools, educational services, and cognate professional bodies (e.g., The British Psychological Society and Ofqual).

1.2.   Research and Impact Strategy

Our mission is to use our education expertise to explain and reduce social inequalities, which aligns with (1) UoM's Global Inequalities Research Beacon and the Faculty of Humanities' research priority of advancing understanding of and seeking to eradicate global inequalities, and (2) The UoM's social-responsibility agenda to enhance research quality and impact. To achieve our mission, we set four objectives in REF2014 (see 1.2.1 below). The RGs have made substantial progress, strengthening our position as excellent leaders in the fields of mental health in school, educational leadership, education policy, mathematics and science education, the critical sociology of education, social and emotional learning, and education in high-poverty contexts.

1.2.1 Achievement of 2014 Research and Impact Objectives

(1) To further establish RGs as national and international centres of research excellence

Within each RG, new ideas are fostered through diverse methodologies, strategic appointments, and working with external organisations and internal/external research networks.

Critical Education Policy (CEP) has increased its global reputation for excellence, illustrated by its participation in and leadership of new international research networks, and by the number and quality of its projects, awards, and outputs. For example, CEPs work since REF2014 has extended knowledge of private education in Chile (ESRC-funded: **Gunter**, **Lupton**), improved understanding about how admission to Higher Education can be made more equitable (Sutton Trust: **Jones**) and facilitated a new network of international ECR researchers (British Academy: **Courtney**).

Nationally, **Courtney** and **Gunter** co-convene a research network, CEPaLS, as a Research Interest Group within the British Educational Leadership Management and Administration Society (BELMAS). **Lomer** founded and leads, with **Lim**, the HE Research Group, HERE@Manchester, with members from four different universities. Through that group, **Lybeck** has significantly advanced the field of Critical University Studies, becoming the founding editor of *Civic Sociology*.

Internationally, **Gunter** founded the Leading Democratic Schools (LE@DS) eight-country network, with high-quality outputs including the edited collection, "New Public Management and the Reform of Education: European lessons for policy and practice". **Courtney** co-leads the international research network, Processes of Privatisation in Education (PoPE), with members in 12 countries and outcomes including **Courtney's** British Academy Rising Star Engagement award. **Courtney** helped establish a chapter of CEP in Monash University, facilitated through Faculty funding for his Visiting-Scholar appointment.

CEP's excellence has been recognised in awards and appointments: the BELMAS Distinguished Service Award (**Gunter**), best-thesis awards from AERA Division A, BERA, and BELMAS (**Courtney**), and BELMAS Council (**Courtney**).

Critical Pedagogies (**CP**) leads international research on the teaching and learning of mathematics, with 17 new funded projects. A significant contribution includes modelling the effects of programmes and pedagogy on attitudes and their relationship with achievement and alienation/failure (**Pampaka**). CP has produced highly cited studies on mathematical identity and anxiety (**Pampaka et al**.) and gender (**Williams**), extending that work into the primary sector (**Black**) and also into F&HE beyond mathematics (**Williams**, **Pampaka**). Research in CP draws on innovations in quantitative and qualitative methods, including the use of Social Network Analyses to understand access to Mathematics in the classroom (**Choudry**), and photo-elicitation activities (**Black**, **Miles**, **Howes**). CP's research is re-envisioning HE (**Evans**, **Lybeck**, **Whitworth**).

Disadvantage & Poverty (**D&P**) has influenced research agendas through 20 externally funded projects. Since 2014, D&P members have addressed the entrenched link between socio-economic disadvantage and educational outcomes with funding from Joseph Rowntree Foundation (**Lupton**), ESRC (**Lupton**, **Gunter**), and Nuffield Foundation (**Lupton**). Key innovations include 'Local Matters': a school/university poverty research network with impacts on school policy and classroom practice.

D&P has also led internationally in Extended Education and preventing early school leaving. ESRC IAA project funding produced accelerated impact through the Manchester Education Debates; research-based resources for teachers in high-poverty neighbourhoods, the Ardwick Anchor project, and the "Who Do You Think You Are?" curriculum-intervention project for a targeted group of Year-9 'at-risk' students and their families at Manchester Communication Academy. The significance of D&P's research agenda has been recognised through the award of a prestigious Leverhulme Early-Career Fellowship to **Ralls**, for her international comparative research on urban education and social economies.

Education & Psychology (**E&P**) has spearheaded research on the impact of mental health and well-being among children and young people on academic achievement and engagement. The group's work has advanced global understandings by producing: (i) a portfolio of large-scale randomised trials concerning the effectiveness of school-based interventions in improving behaviour, mental-health, and well-being (**Squires**, **Humphrey**, **Wigelsworth**); (ii) the largest-ever longitudinal study of adolescent mental health and resilience in schools (**Humphrey**) documenting how schools and other services might improve learners' well-being and engagement with school; (iii) critical analysis of the concept of 'emotion understanding' among children (**Wigelsworth**, **Qualter**), with **Qualter** illustrating how, using observational methods, emotion understanding impacts playground behaviour; and (iv) new understanding of the significance of social relationships in school for well-being (**Qualter**).

Within E&P, the Special Interest Group, Knowledge, Power and Identity, brings a critical lens to bear on forms of knowledge and the normalisation and marginalisation they produce. Important conceptual and methodological contributions have been made to critical educational and childhood studies (**Burman**, **Miles**), in relation to disability and deafness (**Miles**, **Burman**), and postcolonial debates and queer/trans issues in education **(Burman**).

E&P also innovates methodologically, for example through the first prospective economic evaluation of a universal social-and-emotional-learning intervention in the PATHS project

(**Humphrey**) and the first meta-analysis of loneliness interventions for youth (**Qualter**). E&P researchers are active in international networks (for example, the 36-country European Network for Social and Emotional Competence in Children). Those networks localise global debates, e.g., **Burman**'s project on education and the training implications of traditional healing practices in Muslim communities. High-quality outputs include the edited collection "Autism and education" (**Bond**, **Humphrey**) and **Humphrey** and **Wigelsworth's** guest-edited special issue of the *Cambridge Journal of Education* (2016). **Humphrey**, **Hanley**, and **Wigelsworth** were lead organisers of a landmark conference on mental health and education research, supported by the University's competitive Hallsworth Conference Fund (2018).

(2) To continue to build local and regional research partnerships

The four RGs have achieved this objective by collaborating on the overarching theme of "Greater Manchester, Devolution, Education, and MIE", described in detail in section 4. RGs' approach has been to develop globally significant work that may be applied locally. For instance, in CEP, **Jones** has made major contributions to debates about university admissions, sharing findings with all local HEIs to promote more equitable replacements to student statements. Through E&P, **Humphrey** established the Northern Hub of the Anna Freud National Centre for Children and Families (AFNCCF) in 2016, enabling MIE to grow its programme of research undertaken with AFNCCF as key partners (>£1,600,000 of MIE research funding in this period is through projects involving AFNCCF); that work has expanded to inter-institutional PGR supervision, internal research seminars at both institutions, and public events (e.g. Schools in Mind seminar in 2017, attended by c.100 school staff and allied professionals). In D&P, **Lupton** contributed to an N8 Research Partnership study funded by ESRC to explore new models of research co-production. **Lupton** also coordinated a response across Northern universities to the government's Northern Schools Review (Weller Review) and has a research student funded by the Northern Powerhouse Partnership.

(3) To secure research funding and diversify our range of funders

The RGs have deepened their relationship with existing funding partners by increasing the number and value of awards. For instance, we have strengthened our relationship with the Education Endowment Foundation (EEF) since REF2014, developing a portfolio of nine projects, including the Good Behaviour Game (E&P: **Humphrey**), Achievement for All (E&P: **Humphrey**, **Squires**), FRIENDS (E&P: **Wigelsworth**) and ReflectEd (CP: **Choudry**). The combined value of those awards exceeds £600,000. In addition, the British Academy has funded five projects (CP: **Pampaka; Woods; Williams**; CEP: **Courtney; Lomer, Mittelmeier** & **Courtney**) at a combined total of £445,000, and Joseph Rowntree Foundation has partly funded the IGAU, through a £400,000 award to D&P group member **Lupton**.

We have also successfully targeted new funders. For example, **Pampaka** (CP) secured funding from Fintech Sand Pit, **Squires** (E&P) was part of a team that won over £240,000 from the National Deaf Society to conduct a post-16 longitudinal study, **Burman** (E&P) is (i) a collaborator on a funded project from KONE Foundation in Finland, and (ii) a Newton Foundation Partner with Brazilian psychologists on testimonies of state violence, and **Humphrey** (E&P) won over £500,000 from the National Institute for Health Research to evaluate the impact of the Good Behaviour Game. **Humphrey** was also awarded over £127,000 across two projects from the Mercer's Company to evaluate its work supporting students' mental health and well-being. The Wellcome Trust funded The BBC Loneliness Experiment (**Qualter**); the Nuffield Foundation funded a project on post-16 transitions (**Lupton**).

(4) To devise new pathways to impact for our research

First, the E&P RG established a relationship with the EEF to inform policy shifts that move beyond 'what works' to explore why, how, and for whom interventions work (e.g. **Humphrey et al.**, 2016; **Wigelsworth**, **Humphrey**, **Qualter**, 2018). The EEF has consequently shifted their thinking about 'what matters', using our research on measuring non-academic outcomes (e.g. SPECTRUM review and database: **Wigelsworth**, **Humphrey**, 2017; **Qualter's** experimental and observation work on emotion understanding) to broaden instrumentation in EEF trials.

Second, we have worked directly with teachers to improve professional practice and promote teaching that is more effective with hard-to-reach learners. Through co-constructed research, partnership working, and relationship building, we have made a positive difference to vulnerable learners' lives in the Greater Manchester area (**Lupton**, **Raffo**, **Kerr** (D&P); **Williams** (CP); **Armstrong** (CEP)).

Third, we have ensured our research and teaching align more closely than in REF2014. Our research, therefore, has immediate impact by being informed by, and disseminated to, teachers, allied professionals (e.g., counselling psychologists), and students. Our RGs now map well onto our taught provision. Our professional doctorate in Educational Psychology achieves enhanced impact: relevant services, national/international organisations, and professionals co-produce the development, coordination, dissemination and transfer of research undertaken by full-time doctoral students and their specialist supervisors (**Woods**). MIE researchers also utilise ESRC CASE PhD studentships in studies co-designed with schools and their partners to meet their research needs, enabling impact (**Burman**, **Kerr**, **Gunter**, **Raffo**, **Woods**).

We developed the AFNCCF with **Squires** and **Humphrey** (E&P) involved as senior trainers in the national Mental Health Services and Schools Link Pilot programme. The AFNCCF united educators from over 250 schools with health and allied professionals in 22 areas, facilitating joint working to improve practice concerning mental health in schools.   Our Impact Fellows in E&P (Mason) and D&P (Emery) and MIE Impact Lead (**Lim**) develop extensive programmes of knowledge exchange with various networks of schools (e.g. 'Local Matters'), to ensure that we create and measure impact.

Fourth, we took on new advisory roles with local and national government, charities, parastatal, and other bodies (see section four for more details). Now, MIE researchers from all RGs directly influence policy and direction of funds.

We have also provided academic expertise in radio, TV, and newspaper discussions (**Barrata**, **Hanley**). **Qualter's** research was the impetus for Radio 4's series Anatomy of Loneliness. Our media work is enabled structurally through UoM's Division of Communications, with specific officers in our Faculty and School. Staff contribute to MIE blogs on policy@manchester, BERA blogs, and Ofqual blogs, increasing public awareness of our research. We also contribute articles to The Conversation (Ainscow, **Jones**, **Lim**, **Lomer**, **Lupton**, **Mittelmeier**, **Qualter, Woods**).

1.2.2   Future Research and Impact Strategy

Our strategy will build on our current strengths, extending those to new opportunities and challenges. We have identified **two main foci** for the future: (F1) enhancing our leadership of

education knowledge production according to RG focus, and (F2) promoting equitable forms of education globally. Those foci will be driven by **two cross-cutting priorities**: (P1) interdisciplinary and partnership activity, and (P2) improving our outward-facing profiles and activities to enhance impact.

F1. Further enhance MIE's leadership of education knowledge production, through our RGs, particularly in mental health, urban education, educational leadership, higher education, and internationalisation.

Our RGs' research achievements will be sustained through investment in their core research areas, and encouragement of inter-RG research projects that combine our expertise to identify new research agendas, conceptualisations, and knowledge contributions that enhance MIE's reputation. MIE researchers are already developing new projects that speak to this objective. In E&P, for example, **Humphrey et al**., will use longitudinal data from their current projects to explore the relationships between mental-health trajectories, school and classroom connectedness, and academic engagement.

F2. **Build on our successes in creating and promoting more equitable and democratic forms of education, locally, nationally, and globally.**

We will build on MIE's international reputation for focusing on power in education by translating our world-leading gains in knowledge production into outcomes that positively influence the conceptualisation, theorisation, and practice of education internationally. These outcomes will include setting or influencing policy agendas, as well as achieving changes in professional practices and behaviour; each of these initiatives will be supported by RG and School-level research infrastructure. Translating findings into policy and practice requires collaboration between researchers and educational practitioners, and we are well-placed to meet those challenges through our links with DfE, education charities, and educational psychology services.

P1. Develop further our use of interdisciplinary and/or partnership approaches to enhance our research outcomes and impact.

We will extend our successful engagement with diverse research partners to even greater effect, attracting new partners and finding new strategies for working with our existing ones to enhance the sustainability and vitality of our research. An important future cross-RG agenda will focus on Greater Manchester city-region devolution, where we will continue to lead and contribute actively to research partnerships. Colleagues in D&P intend, using multi-disciplinary approaches, to map young people's education, skills, training, and employment trajectories in Oldham (**Raffo**), and to continue investigating Family Zones (**Kerr**). In CP, **Williams** and others are directly involved in a UoM/MMU/GM initiative (Enjoyment and Engagement in Mathematics Education) that includes research and development opportunities with the regional Maths hubs.

P2. Enhance how we lead the field's response to education reform and emergent issues facing education.

We will extend MIE's influence concerning education reforms by increasing the areas in which MIE's response to reforms is seen as crucial. We will achieve this goal by enhancing our outward-facing profiles and activities, and by innovating projects that address the most important educational challenges. For example, a new project from CEP is mapping and

conceptualising the relationship between genomics and education policy, working with experts from the field of genetics (**Courtney**, **Jones**, **Gunter**).

Section 2: People

2.1.   Staffing Strategy and Staff Development

The continued vitality of our RGs is crucial to expanding MIE's critical mass of motivated, well-resourced, and leading researchers. We are committed, with School and Faculty support, to recruiting the best researchers, whilst retaining and developing our own talent in a supportive environment, so that they reach their full potential. Success in staff retention and promotion is evidenced through internal promotions in the census period: eight senior lectureships (**Atkinson, Courtney, Fay,** Firth, Lendrum, **MacQuarrie, Pampaka, Wigelsworth**) and four personal research Chairs (Hall, **Bond, Jones, Squires**). Two new full-time professorial appointments were also made: **Evans** to CP and **Qualter** to E&P. Succession planning has enabled turnover to be managed effectively; for example, Hall's (2017) departure for a Chair at Exeter was addressed through the strategic appointment of Evans.

2.1.1   Recruitment Strategy

Our strategy has been to strengthen the four RGs through career development and capacity building, entailing external recruitment (**Evans**, **Lim**, **Lomer**, **Lybeck**, **Mittelmeier**, **Qualter**) and nurturing in-house talent (**Courtney**, **Choudry**, **Pampaka**, **Ralls**). **Qualter's** arrival, for example, brought experimental and observational work on emotion understanding to complement **Humphrey** and **Wigelsworth**'s intervention work in the E&P RG; appointing **Lim**, **Lomer**, **Lybeck,** and **Mittelmeier** has enabled CEP to broaden its expertise to address issues in Higher Education; **Choudry**'s appointment to C&P bridges that RG and E&P, linking social processes and Maths learning. MIE has also recruited 16 Research Assistants and Associates in the current REF period (Kalambouka, Emery, Hughes, Swanson, Harris, Petersen, Burrell, Wo, Black, Panayiotou, Santos, Mason, Troncoso, Amarali, Martin). We have hosted two Leverhulme Early Career Fellows (Hebron [2013-2016], **Ralls** [2018-2021]) and one Marie Curie postdoc (Cascella [2019-]). Investment by UoM in the best ECRs is achieved through the Presidential Research Fellowship Scheme (**Choudry, Lybeck**).

2.1.2   Staff-Development Strategy

In accordance with the Concordat to Support the Career Development of Researchers (Section 3.3.2 REF5a), MIE employs processes which have supported researchers:

(1) annual research-focused review meetings (Personal Research Expectations Plan (PREP), where senior researchers meet staff to co-produce their research trajectory and advise on outputs, grant capture, and impact pathways;

(2) the Research Review Exercise (RRE), which involves rigorous peer review of published research outputs, with feedback and targeted support;

(3) one-to-one mentoring, provided by senior MIE staff, and also from senior staff in other departments via Manchester Gold Staff Mentoring Scheme;

(4) new staff members (up to the Senior Lecturer grade) attend the Humanities New Academics Programme (HNAP) – a Faculty-wide programme led by **Evans**, Associate Dean for Staff

Development – with 19 MIE completions since 2014). HNAP comprises rigorous training for ECRs aligned with the UK Professional Standards Framework, which includes five units on research development, addressing research strategy, applying for research funding, postgraduate supervision training, integrating research and teaching, and knowledge transfer and impact activities. Completion leads to Fellowship of the HEA;

5) sabbaticals are available to staff after six semesters' service; SEED and the Faculty have provided two additional research-leave schemes - the Supplementary Research Leave Scheme (SRLS), intended to enable the completion of specific high-quality research outputs, and the Professorial Enhanced Research Leave scheme (PERL), available to the most senior professorial staff to facilitate the production of ground-breaking research (e.g. **Gunter** 2016–17, output "The Politics of Public Education", 2018, Policy Press).

MIE provides formal support mechanisms for research-active staff that supplement informal research mentoring: (a) intra-research-group mentoring, including for Research Assistants and Associates, (b) systematic senior-researcher formative review of grant applications, (c) professional development review (PDR) – annual meetings with a senior colleague to review teaching, research, and administration, (d) career planning for Research Assistants and ECRs via MIE's mentoring provision, (e) annual developmental and strategic away days, and (f) generous funding for conference attendance.

2.2. Postgraduate Researchers

2.2.1 Recruitment and Completion
Within an increasingly competitive postgraduate research environment, MIE has a thriving community of 112 registered UK, EU, and overseas PG researchers and Professional Doctorate-degree students (30 PhD/ 82 Prof Docs). There have been 315 doctoral completions (121 PhD; 194 Prof Docs). Completion in five years is 83% for Professional Doctorates and 79.6% for PhDs.

MIE leads the Educational Research Pathway within the ESRC-funded North West Social Science Doctoral Training Partnership (NWSSDTP), the UK's largest ESRC DTP. Eighteen PhD studentships have been awarded through research councils, including through the NWSSDTP partnership, collaborative ESRC CASE studentship awards, and UKRI grant awards. Our PGR recruitment is supported by postgraduate studentships from SEED and MIE (12 further studentships in the census period). Moreover, since 2014, MIE has been awarded more than £37,200,000 in government contracts to lead an eight-university consortium in delivering over half the doctoral training in educational psychology for England (**Bond**, **Woods**), with 101 funded PGRs awarded directly to MIE. MIE's Counselling Psychology Doctorate is the only such programme in the UK that offers candidates the opportunity to secure dedicated funded studentships, underwritten by University resources.

2.2.2. Progression Monitoring and Support Mechanisms

PGR recruitment, progression, and completion monitoring, and equality and diversity monitoring and strategy are overseen by the Faculty of Humanities PGR Strategy Group and School Postgraduate Research Committee. Doctoral students have at least two supervisors, and access to PGR staff advisers. MIE's PGR coordinator (**Mittelmeier)** oversees pastoral support and progression monitoring. Additionally, professional-doctorate students receive regular, quality-assured, clinical-skills supervision in their practice placements. MIE researchers associated with the educational psychology and counselling psychology

professional-doctorate programmes (**Atkinson**, **Bond**, **Burman**, **Hanley**, **Woods**) provide research-based training in supervision for all clinical supervisors of MIE professional-doctorate students; our advanced training course, accredited by The British Psychological Society (BPS), is very popular with clinical supervisors. MIE researchers regularly audit all practice-placement settings to BPS and Health and Care Professions Council (HCPC) standards and undertake impactful research in professional-practice learning (**Atkinson**, **Bond**, **Woods**).

Support at the Faculty and University levels includes a dedicated library hub for Humanities PGRs (ProGRess@humanities), PGR support in the Careers Services department, PGR counselling support services (including the HEFCE-funded PGR Well-Being Project), and PGR writing support at the University Language Centre. A student representative champions mental-health for MIE through the University's Counselling Services, working with the Director for Academic Advising and Student Wellbeing to support PhD students. MIE also benefits from the Faculty of Humanities' PGR Placements Officer, who supports professional networking outside academia.

Collaborative, interdisciplinary supervision happens across the Faculty. An electronic progression and monitoring system (eProg) tracks research students through their degree milestones. Doctoral research progress is evaluated through both a Mid-Year and Annual Review. PGR students are allocated their own permanent desk in a dedicated room.

PGR research is disseminated internally through our Research Matters seminar series, and externally through conference attendance supported by dedicated funding. Students also access the SEED Mobility fund for research visits, and further SEED funding enables PGR fieldwork and specialist training requirements. Employability has been enhanced by offering PGRs teaching and research opportunities, managed through the School's Teaching Assistant Scheme, and by providing University Careers Service specialist support for postgraduates. Since 2014, approximately 30% of PGRs have moved into MIE academic positions (e.g., Buck, **Choudry**, **Courtney**, Demokowicz, McCaldin, Rayner, Hughes) and over 60% into professional employment (e.g. as registered educational psychologists). MIE designed a Senior Tutor role in 2018 to facilitate PhD-graduate entry into academia, since assumed by six alumni.

2.2.3 Skills Development and Career Training

MIE provides a wide-ranging and flexible research-methods training programme; professional doctorate students benefit from within-programme training. In MIE, first-year PGRs undertake an intensive, year-long research-training programme. Monthly training sessions for MIE PGR research students cover advanced research methods and academic skills such as publishing and conference presentation. SEED offers cross-disciplinary, social-science research seminars weekly. Additionally, MIE PGRs access the research training offered by the ESRC-funded NWSSDTP, which includes collaborative training opportunities with Lancaster and Liverpool universities. PGRs also access leading national research-methods training through Arts@Manchester and the Cathie Marsh Institute for Social Research. Through SEED bursaries, all Manchester-based provision offers scholarships or discounts for MIE PGRs to attend courses. We use the Researcher Development Framework to audit PGRs' skills development, with additional training needs met from Faculty provision. PGRs have personalised budgets for both Research Fieldwork Support and Research Training. Training about research impact is included in those courses and supported through supervision. In 2018, we developed an MSc in Research Methods which has produced 10 PGR admissions.

2.3 Equality and Diversity

The University of Manchester is strongly committed to ensuring equality of opportunity for all staff and students.

For staff, SEED produces a biannual report on progress against equality and diversity objectives, monitoring workloads by gender and seniority. There is a long-established system of mentoring for probationary appointments, helping to promote equality as new appointees establish and plan their future career development. In 2019, mentoring was extended to mid-career researchers, for whom a priority is to promote equality in relation to promotions and academic leadership roles. Complementing this formative support, summative review via PDR and PREP helps to ensure that academic research managers are aware of such challenges.

Equality of Opportunity monitoring shows significant improvements to equality and diversity in the MIE staff profile, with more women in senior roles than in REF2014 (increasing from 3 to 8 women in Lectureship positions, 6 to 8 in Senior Lectureships, and 4 to 5 Professors); 52% of staff in MIE are female. The number of MIE staff from BAME backgrounds has risen from zero to two since the last census period; both occupy leadership roles.

SEED holds an **Athena SWAN bronze award,** (submission led by **Miles**), evidencing the University's commitment to gender equality. In line with the University's REF2021 Code of Practice, the School has used internal funds and coaching mechanisms to help colleagues (e.g. with caring responsibilities or disabilities) to improve the quality of their published outputs, linked to the wider development of their research careers. UoM also employs strategies for managing periods of leave because of ill-health, caring responsibilities, and career breaks. This provision includes targeted support for researchers returning to work, involving, where appropriate, Occupational Health and/or the Disability Advisory and Support Service. Staff who are part-time or returning after a career interruption may also apply for sabbatical leave and internal funding for pilot projects to boost their research profile. UoM offers flexible working and all key meetings happen within core office hours; the same applies to classes, ensuring flexibility for students. Colleagues returning from maternity/paternity leave, who had been employed on a full-time basis, are able, on returning to work, to switch to part-time hours. All members of staff on appointment committees complete training on equality and diversity and unconscious bias.

Faculty policies specify PGRs' entitlements to leave related to ill-health, parenthood, or to pursue internship opportunities; PGR maternity/paternity leave is equivalent to the staff provision. MIE also monitors supervisory-team constitution to ensure a mix of gender and ethnicity where possible.

Section 3. Income, infrastructure and facilities

3.1. Research Funding

Over the present REF period, MIE was awarded 90 new research grants worth £5,028,199 to UoM, from diverse funders. Most of our research funding (88%) was awarded following highly selective, peer-reviewed competitions.

Since REF2014, we have strengthened our relationships with bodies that already funded our research (e.g., British Academy, Education Endowment Fund, ESRC, Leverhulme, Manchester City Council, NIHR), and identified new funding sources (e.g., Wellcome Trust, Big Lottery, Joseph Rowntree Foundation). We have retained our strategic focus on funding explicitly for impact, emphasising close relationships with (1) education practitioners and leaders (e.g.

Mercers Company, National Lotteries Charity Board [Community Fund], Manchester Communications Academy) and (2) end-users, to co-design research (e.g., **Lupton**'s grants from ESRC and Stockport Metropolitan Borough Council, **Kerr**'s 'I Can' award, **Qualter**'s Erasmus+ grant). Additionally, we successfully targeted interdisciplinary-focused funding (e.g., ESRC Newton International Scheme, NIHR, Health Education England, ESRC What Works Wellbeing Scheme). MIE has also won significant follow-on funding for projects; for example, **Humphrey**'s EEF-funded research on the educational impacts of Good Behaviour Game led directly to a major NIHR award to examine the programme's health outcomes, effect-maintenance and cost-effectiveness. Further, MIE staff have adopted mentorship roles on grants to support ECRs at UoM and elsewhere, contributing significantly as the senior academic to writing and developing the grant, but handing leadership to an ECR with significant mentorship in place. For example, in **Qualter**'s recent ESRC grant with colleagues at University of Glasgow, income to UoM is small (£11,000), but the overall grant capture is significant (£245,000) and supports ECR development, contributing significantly to the discipline.

In sum, our strategic approach has ensured consistent funding in a challenging environment, and aligns with our staff-development focus.

Significant awards during this REF period (**funds in brackets are amounts to UoM):**

- **Research Councils:** The British Academy funded projects on maths anxiety (**Pampaka**, **Williams**, **Woods -** £140,000) and pan-European education privatisation (**Courtney -** £15,000). The ESRC funded projects on maths (**Pampaka**, **Raffo**, **Williams -** £19,000), and education privatisation in Chile (**Gunter**, **Lupton -** £159,000). Funding for projects on disadvantage and poverty came from Nuffield (**Lupton -** £163,000) and the Joseph Rowntree Foundation (**Lupton -** £420,000).

- **Collaborative research: Humphrey** and **Wigelsworth** are co-investigators on a large National Lottery Community Fund project on schoolchildren's mental health; with Glasgow University and What Works Wellbeing (£880,000**), Qualter** received ESRC funding to explore youth loneliness, social isolation, classroom cohesiveness, and mental health (£11,085). **Lupton** is funded by the MRC PRP SIPHER consortium (£75,000).

- **Charities:** The Wellcome Trust funded research on loneliness (**Qualter -** £16,000). **Squires** received competitive funding (£181,000) from The National Deaf Society to explore opportunities for youth with hearing impairments post-16 years.

- **Local government:** Stockport MBC funded **Lupton** and **Black** (£24,500) to work with schools in areas of high deprivation to co-produce research-based teaching resources. Oldham MBC funded **Raffo** (£49,500) to evaluate the 'Essential Life Skills' programme for the Oldham Opportunity Area. The Greater Manchester Combined Authority funded **Humphrey** to evaluate the iThrive (£66,800) and REACH-IN (£66,800) programmes. Local authorities from the North-West and elsewhere have committed **over** £2,600,000 for Educational Psychology PGR student stipends, supporting a range of research projects to support evidence-based professional practice through the Manchester Research Commissioning Strategy (**Woods, Bond, Atkinson**).

- **National government**: Department for Education (**Armstrong**, **Jones** - £8,075; **Humphrey** - £277,429; **Wigelsworth, Humphrey,** - £24,183); Department of Health (**Humphrey** - £792,826 and £13,894).

- **Parastatal bodies**: The Education Endowment Fund funded projects on social and emotional learning (**Humphrey, Qualter, Pampaka, Wigelsworth -** £416,500), increasing confidence in algebra and multiplicative structures (**Pampaka, Squires -** £180,000), and evaluation of 'Achievement for All (**Humphrey, Squires -** £57,000). **Humphrey** and **Wigelsworth** received funding from National Institute for Health Research for an RCT of a school-based social and emotional learning intervention (£518,000).

- **European Commission:** EU Marie Curie grant exploring gender differences in mathematics (**Williams -** £143,000); Erasmus+ grant for co-designing teaching materials for loneliness and social isolation (**Qualter -** €68,430.00); Spencer Foundation (**Williams**, **Choudry -** £5,000).

- Since REF2014, there have been 124 new PhD studentships funded externally from UK sources (research councils, NWDTP, ESRC CASE, DfE, local-authority services, etc.), and 17 new institutionally funded ones. The total number of new PhD and professional doctorate registrations averaged 39/year (64% with grant funding), despite an increasingly challenging fees regime. Since 2014, over 5 years, the DfE has awarded UoM's ITEP professional-doctorate project over £37,200,000.

3.2. Infrastructure Supporting Research and Impact

MIE has a multidisciplinary environment enriched by psychological, sociological, philosophical, and historical research perspectives, and our RGs reflect this diversity. Whilst the four RGs enjoy considerable autonomy, the MIE Research Forum, which reports to the School's Research Committee, provides strategic and operational oversight across the Institute. MIE research benefits from wider School, Faculty, and University facilities, as detailed below.

SEED Infrastructure and Facilities.
The SEED Research Support Service (RSS) comprises six staff working with researchers at different career stages to sustain and grow research activities by identifying funding opportunities, coordinating large collaborative bids, and improving research impact and commercialisation. RSS supports in preparing funding applications and arranges peer support from previously successful applicants to specific schemes. SEED also provides strategic funds to develop new research opportunities: since REF2014, SEED has awarded MIE £53,480 to support the hosting of three conferences and six visiting research fellowships. The three Hallsworth Conference Grants (**Humphrey, Lupton, Lim**) funded conference hosting, and the Institute-led events on mental health and well-being in schools, higher education and Chinese international relations, and global lessons in social action. Each RG also competitively won funding for at least one visiting research fellow.

SEED's research environment is enriched by its multi-disciplinarity, and MIE contributes to and benefits from activities in cross-disciplinary SEED research units. For example, several MIE staff (**Raffo, Lupton, Ralls**) contribute to the MUI, participating in key projects with other SEED academics, providing opportunities for engagement and impact with non-academic stakeholders, and developing the next generation of urban activists, decision-makers, researchers and scholars.

A culture of impact as 'core business' is evident across the entire School. A dedicated Associate Director of Research (ADRI), who works closely with RSS colleagues, provides academic

leadership, supported by a Knowledge Exchange and Impact Officer (KEIO). The team supports and advises on impact throughout the research process – from Pathways to Impact at the grant-writing stage, to evidencing research outcomes and impacts. The School also benefits from Policy@Manchester—an initiative that connects researchers with policymakers and influencers. Training and networking events are organised at School level, encouraging colleagues to embed impact activity into their research plans, share best practice, and to build relationships with research users and potential beneficiaries. SEED resources impact activities through open-call funds. Calls are announced annually and target established and early-career academics. MIE colleagues have won fourteen awards, worth £20,543 in total. The University has an ESRC Impact Acceleration Account (IAA), which supports knowledge exchange and impact activities with multiple external, non-academic partners. Nine impact-enabling awards have been made to MIE staff, worth in total £193,093.

Faculty of Humanities Infrastructure and Facilities.

Since REF2014, the Faculty of Humanities Strategic Investment Fund has awarded MIE £93,467 to fund seedcorn research, particularly in connection with interdisciplinary projects. MIE research often involves inter-School collaboration within the Faculty. For example, **Pampaka** belongs to the Cathie Marsh Institute (CMI) for Social Sciences, a University-of-Manchester hub for applied quantitative methods in interdisciplinary social-science research based in the School of Social Sciences; **Qualter** supervises two doctoral students based in the CMI, who are pursuing their doctoral training under the jointly funded ESRC-BBSRC Biosocial Research DTS (Soc-B).

UoM Infrastructure and Facilities.
Research Governance, Policy, and Practice. UoM has a comprehensive policy regarding research governance, ethics and integrity (RGEI), supported by an Academic Director, a University Research Ethics committee, and a dedicated RGEI office. Our Code of Good Research Conduct includes a robust and independent process for investigating alleged misconduct and aligns with the *UUK Concordat to Support Research Integrity.* Researchers are required to be aware of research-related regulations and policies (e.g. GDPR, data-archiving policy, health & safety), keep clear and accurate records, employ appropriate research methods, take responsibility for the trustworthiness of their research, and be aware of the ethical obligation to weigh societal benefits against any risks inherent in their research. To maintain integrity standards, there is clear and accessible guidance and training for staff and students in MIE. University Research Ethics Committee (UREC) members provide different routes to ethical approval; an on-line ethics-decision toolkit helps staff and students select the appropriate ethical approval process. Applicants submit their application to an on-line system, Ethical Review Manager, which manages the review process, notifying ethics-committee members and the UoM Research Governance, Ethics and Integrity Team, which oversees the whole process. MIE staff (**Bond**, **Qualter**) sit on UREC, and **Bond**, **Lomer**, and **Qualter** are SEED pre-check signatories for ethics submissions across the entire School.

UoM provides guidance criteria on authorship, evaluating others' work fairly, respecting confidentiality, and disclosing conflicts of interest. UoM procedures for investigating and resolving allegations of research misconduct, and the policy on information disclosure (whistleblowing) are the overall responsibility of the Head of Administration and College Secretary and are openly publicised. A Research Governance, Ethics, and Integrity eNewsletter is published quarterly which updates staff on relevant changes in legislation or policy. The Research Governance, Ethics, and Integrity team provides tutorials on research

ethics and governance to staff and PGRs, and, with the ethics committees, provides guidance on best research practice, helps researchers navigate the requirements and ensures that MIE researchers adhere to high ethical standards. The Clinical Trials Unit provides additional support for the RCTs run by MIE, ensuring rigour and funder confidence.

Exemplary University facilities support research through, *inter alia*, the largest academic digital collection in the UK, including access to 777,273 e-books and 38,096 serial titles including journals and conference proceedings, exhaustive research databases, and state-of-the-art data-archiving services (Section 4.2 REF5a) Additionally, UoM has an open-access arrangement with publishers including Springer and SAGE Publishing, evidencing our commitment to an Open Research environment. Manchester 'Pure' offers researchers a premium resource to both deposit and disseminate their research outputs (Section 2.5 REF5a). Public-realm facilities include the innovative Alan Gilbert Learning Commons as a meeting and multi-media work-space for PGRs and research groups. UoM has a Data Safe Haven, a secure research-data storage system for access exclusively by approved colleagues, providing secure file transfer compliant with NHS Information Governance Toolkit.

Section 4. Collaboration and contribution to the discipline or research base

MIE staff make major contributions to supporting our discipline through editorial activities, conference organisation, service on national and international bodies, and extensive involvement in peer review and external examinations.

4.1. Research Collaborations, Networks and Partnerships

Our strategic objective to **continue to build local and regional research partnerships** arose from English devolution and the development of a new city-regional scale of government pioneered in Greater Manchester (GM). Supported by extra-departmental structures such as Policy@Manchester and a new ESRC IAA-funded DevoManc Hub, MIE has played a central role in leading GM/University partnerships.

For example, with the Joseph Rowntree Foundation, we established the IGAU, a research and policy team led by **Lupton** focusing on the reduction of poverty and inequality in GM under devolution (www.manchester.ac.uk/inclusivegrowth). IGAU has had a major role in policy development in GM, including commissioned work (**Lupton**; Unwin) on education and skills for the GM Independent Prosperity Review and Industrial Strategy, and independent research reports and policy briefings. Operating through a multi-stakeholder board, and convening major conferences and other events, it has created a powerful city-regional policy network, co-producing research with organisations such as GM Poverty Action, GM BME Network, and the Centre for Local Economic Strategies.

Ainscow and **Lupton** chair the GM Education and Employability Board to strategically cohere work on education across the ten GM local authorities, including colleges, NHS, Local Enterprise and universities. Key board initiatives include a school-to-school collaborative research project "Reaching Out to All Learners" (**Armstrong;** and **Kerr's** ESRC CASE studentship**),** and an initiative with Manchester Metropolitan University on "Enjoyment and Engagement in Mathematics Education" **(Williams)** which is developing new R&D initiatives with the Maths Hubs in GM and working with the University's Widening Participation and Mathematics department to strengthen school-university links where they are most needed.

Additionally, two PhD studentships are funded by the Greater Manchester Health and Social Care Partnership (**Humphrey**, **Qualter**). To further extend MIE's involvement in devolved governance in GM, in 2019 we established the role of GM Research and Engagement Champion (Forbes), who coordinates a working group with representatives from each RG to unite our expertise through cross-MIE strategic responses.

Beyond the Greater-Manchester initiative, this submission shows a strategic commitment to, and evidence of, national and international collaborations. Contributions to the field with local, national, and international collaborations include the following:

a) *Collaborative Networks*

i. autism@manchester (**Bond, Humphrey**) network unites academics, clinicians, and other practitioners with members of the autistic community to share knowledge and understanding about autism research and to collaborate on the selection, design, and conduct of research. The network enables high-quality research with real significance for autistic people. Co-produced network outputs include newsletters, an 'expert-by-experience' advisory group, workshops, invited-speaker presentations, and educational resources.

ii. WERA Extended-Education International Research Network (IRN). **Kerr** is a founding member, is on the editorial board of the IRN's journal, keynoted at the 2019 WERA IRN conference, and edits and contributes to the network's edited collections.

iii. REGEN is a project for which **Williams** and other editors-in-chief of the journal *Mind, Culture and Activity* won Spencer funding. It is re-generating cultural-historical activity theory (following, *inter alia*, Vygotsky and Leontiev) to build (a) capacity and networks in ECR scholars, and (b) theory fit to meet the global challenges facing humanity, including (racial) inequality, and extinction. The funding has enabled two international conferences (Berkeley; UCSD), producing working groups engaging over 30 international senior and ECR academics in online networking, producing special issues of papers and conference submissions (www.re-generatingchat.com).

b) *The creation of large-scale and internationally significant data sets*

Humphrey and colleagues' work on the HeadStart project (2016-2023) is producing an unprecedented longitudinal dataset documenting the mental health, risk, and resilience factors experienced by 15,000 young people from their first year of secondary school until they are young adults. The dataset will allow analyses that can generate significant insights to epidemiology, prevention science, and a range of related fields/disciplines, with wide benefits to society and the economy. **Qualter** produced the BBC Loneliness Experiment dataset, which enables exploration of important questions about the associations between loneliness and age, gender, and ethnicity. **Lupton** is a member of the Data for Children Partnership coordinated by the Children's Commissioner to develop better administrative data on children and better use of it in academic and policy communities.

c) *Research commissioning*

MIE hosts the largest doctoral training project for professional educational psychology (ITEP) in England, directing a consortium project ('NOREMIDSW') across the universities of Manchester, Birmingham, Bristol, East Anglia, Exeter, Newcastle,

Nottingham, and Sheffield (led by **Woods**). Since 2014, the professional doctorate ITEP project at Manchester has been awarded over £37,200,000 of funding from the DfE and has brought 107 funded PGRs into MIE.

The ITEP studentships are linked to an innovative Manchester Research Commissioning Strategy established by **Woods**, which has engaged commissions from organisations including local schools, special schools, and psychological services, the DfE, the International Play Association (IPA), the UK Intersex Association (UKIA), the Association of Educational Psychologists (AEP) and NAPEP. Through this research co-production strategy and its generated partnerships, the commissioned ITEP research projects are carried out by the ITEP PGR cohort, supervised by **Atkinson, Bond** and **Woods**, to strategically encourage inter-university collaborations, international collaboration, and joint working of PGR researchers across projects where scale and feasibility allow, e.g. assessment and intervention for autism (**Bond**); promotion of children's right to play in England and Wales (**Atkinson/ Bond**); and multi-agency trauma-informed intervention across a local authority (**Woods**).

Effective dissemination of commissioned projects has been facilitated since 2016 through adopting journal format doctoral theses, enabling an average publication rate of 1.5 outputs per ITEP PGR graduate and promoted co-publication with university supervisors and research commissioners. Students undertake associated dissemination activities with relevant local commissioners (EP teams, schools) community stakeholders (autism@manchester), national (BPS, DfE) and international organisations (ISPA, IPA), which has informed professional practice at all levels. The Manchester Research Commissioning Strategy is now a focus of consultation across the ITEP sector, in conjunction with the DfE and the AEP.

4.2.   Development of Research Impact and Wider Contributions to Society

MIE has a clear vision for impact, which is supported by the University's Strategic Vision, prioritising social responsibility and impact beyond academia. We have long-established professional links, such that knowledge exchange and impact are central to our research. Our impact is supported by SEED's ADRI and KEIO, who advise on planning for impact from the grant-writing stage. Further, at annual PREP review, we each identify the potential impact of our research and then work actively towards achieving it.

Since REF2014, we have focused on **devising new pathways to impact for our research**:

Engagement with practitioners. Engagement occurs through diverse MIE-advertised events, which include the Mental Health Services and Schools Link Pilot (**Humphrey**, **Squires**), Social and Emotional Learning workshops for teachers (**Wigelsworth**), a free Schools in Mind event (Summer 2017) that was attended by c.100 educators and allied professionals, an annual Inclusion conference for teachers that incorporates sessions from researchers in MIE, the Hallsworth conference, and HeadStart Evidence Briefings (c.6 to date). Staff also regularly deliver keynote lectures at teacher events nationally (e.g., **Baratta**, **Bond**, **Burman**, **Humphrey**, **Lupton**, **Kerr**, **Squires**) and internationally (e.g., **Kerr** in South Korea; **Squires** in Malta), and to educational psychologists (**Qualter**, **Woods**). MIE researchers also engage with education-research practitioners through contributions to blogs, e.g. BERA (**Armstrong**, **Courtney**, **Gunter**). Practitioner engagement also happens through MIE's 'Building Evidence into Education' (BEE) blog.

Engagement with schools, local authorities, and other local stakeholder organisations. In REF 2014, we established the role of Research Impact Fellow (RIF) (Emery) to engage local schools in the work of our D&P RG. In this role, Emery has developed three local networks of schools who are working with MIE's researchers to develop their practice in supporting children in poverty, and co-producing research with MIE. This work has influenced national organisations including the National Education Union, reshaping their guidance to schools on poverty and leading to changes in teaching practices. We have contributed significantly to developing the Oldham Opportunity Area through, for example, a Simon Industrial Fellowship (Skevington), an Insight School secondment (**Raffo**, Forbes); **Gunter's** membership of the Oldham Education Commission (2014–15, chaired by Baroness Estelle Morris) and **Woods'** role as external consultant to regional local authority research ethics committees (Manchester/ Trafford). **Kerr** convenes the UK Communities network, a UK-wide network of zone-like initiatives intended to develop complex area-based responses to educational disadvantage. There have been ESRC Festival of Social Science Seminars on tackling educational disadvantage **(Kerr**, 2017), hidden youth homelessness (**Kerr**, 2019), social and emotional learning (**Wigelsworth**, **Humphrey**, **Qualter,** 2018, 2019), and using research to improve the achievement of students from disadvantaged backgrounds (**Armstrong**, 2019).

Engagement with (inter)national charities and other bodies. **Miles** is non-executive director of the international Enabling Education Network; **Kerr** is one of five advisory board members and a founding developer of the European Toolkit for Schools, which promotes inclusive education; **Armstrong** is a Board Member of the Institute of School Business Professionals; **Lupton** has been advisor to the Joseph Rowntree Foundation Housing and Poverty Programme; **Jones** is an Advisory Board member of Causeway Education; **Bond** was elected to the Expert Reference Group for the Autism Education Trust; **Qualter** is a Co-op Foundation Advisory Board Member; **Courtney** has been a member of Ambition School Leadership's Knowledge and Impact working group.

Engagement with the public. This is exemplified through articles in national newspapers (e.g., **Jones**, **Lybeck**), blogs hosted by policy@manchester (e.g., **Atkinson**, **Courtney**, **Hanley**, **Humphrey**, **Jones**, **Lupton**, **Qualter**), presentations at MQ's Mental Health Science Meetings, one of the largest international scientific meetings dedicated solely to mental health (**Qualter**, **Humphrey**). MIE hosts the prestigious Sarah Fielden series of public lectures. TV and Radio presentations by staff include **Gunter** on BBC Breakfast discussing academisation, and **Qualter** on BBC Radio 4 and The BBC World Service discussing loneliness.

Engagement with governments and their agencies. *Regionally,* this includes **Lupton**'s chairing of the Greater Manchester Education and Employability Board, with recommendations taken up directly in 2019 Greater Manchester Independent Prosperity Review (GMIPR), contributing to the GM Industrial strategy and an initiative with DfE to develop a stronger system for post-16 co-ordination; and **Jones** through his research on social mobility in the Northern Powerhouse. *Nationally*, this includes **Humphrey**'s contributions to the UK Department of Health's mental health strategy; **Jones**' 2018 written evidence to the House of Lords Economic Affairs Committee on Treating Students Fairly, and to the Select Committee on the Economics of Higher, Further and Technical Education; **Qualter**'s membership of the UK Government's Technical Working Group, working for the Cross-Party Government Loneliness Team, which included the development of ONS' recommendations for using national indicators of loneliness across ages; **Lupton**'s membership of the DfE Pupil-Premium Expert Sounding Board; **Wigelsworth** and **Humphrey**'s contributions to the Education Endowment Foundation, where they have helped refocus attention on to the 'how' of behaviour rather than the 'why' or the

'what'; **Wigelsworth**'s contributions to NICE; and **Courtney**'s written evidence to Scottish Government concerning teacher/leader career pathways, which fostered a national discussion about recruiting and retaining high-quality teachers. *Internationally*, **Squires** has supported the Cypriot government to develop its special-needs regulation and provision (through the European Commission's Structural Support Service), which is leading to legal changes; and **Humphrey**'s expert-advisor role to the New South Wales Department for Education concerning social and emotional learning, and bullying.

Impact through our teaching. We exemplify the impact of our critical research-informed teaching through our PGDE/MA Teach First (TF) programme. Assignments, student feedback, and dissertation topic selections demonstrate how we have successfully shifted Teach First's school-improvement narrative, which is the starting point for many TF students. Using this pathway of impact, TF students, following teaching by D&P, E&P, and CEP colleagues, learn to recognise the complex interplay of place, policy, and disadvantage (**Lupton**), that claimed scientific approaches to pedagogy are often based on neuromyths (**MacQuarrie**), and that leaders/leadership cannot be assumed to be an educational/societal panacea (**Armstrong**). Praise in the latest (2018) Ofsted report upon our ITE provision highlighted that sessions were grounded in relevant research, with research-based school projects, significantly enhancing the quality of the programme.

4.3. Contribution to Sustainability of Discipline, its Priorities, and Initiatives

MIE colleagues' contribute to the education discipline in a number of ways. Expertise is recognised through roles pertaining to internationally acclaimed academic journals. In this REF period **Gunter, Lybeck,** and **Williams** have served respectively as editors-in-chief of the *Journal of Educational Administration and History*, *Civic Sociology*, and *Mind, Culture and Activity*. Staff held editor or associate/regional editor roles: for example, *International Journal of School and Educational Psychology* (**Squires**), *Research in Mathematics Education* (**Black**), *British Journal of Educational Psychology* (**Qualter**), *Critical Studies in Education* (**Courtney**), *Educational Management, Administration & Leadership* (**Evans**).

Over 20 staff have been members of the editorial boards of prestigious academic journals in this period, including *Mental Health and Prevention* (**Wigelsworth**), *Educational Studies in Mathematics and Research in Mathematics Education* (**Williams**), *International Journal of Research Methods in Education* (**Pampaka**), *Journal of Education Policy, Educational Assessment, Evaluation and Accountability* (**Courtney**), *Frontiers in Education: Special Educational Needs* (**Bond**), *Educational Management, Administration and Leadership* (**Gunter**), *Frontiers in Leadership in Education* (**Gunter**), *Learning and Individual Differences* (**Qualter**). Several staff have guest edited Journal issues (**Humphrey, Lendrum, Pampaka, Williams, Wigelsworth**).

Staff have examined over 140 doctoral theses, including from South Africa, Australia, and Pakistan. 25 are/have been external examiners for Masters' or doctoral programmes in 20 universities.

MIE researchers contribute to methodology and theory by drawing on multiple disciplines, and we have internationally recognised experts who sustain significantly the vitality of, for example, psychology (**Burman, Bond, Humphrey, Qualter, Woods**), sociology (**Gunter, Lupton, Raffo, Courtney**), and political science (**Gunter**). Recognition of particular expertise and standing has enabled contributions to significant international issues, including mental health

(cf. Impact Case Study – Humphrey et al.), equity in education (cf. Impact Case Studies – Jones, Kerr et al.), autism, and education policy. Using a focused thematic approach has enabled educational researchers at UoM to bring diverse perspectives and methodologies regarding the relationship between socio-economic, political, cultural, physical and mental-health conditions for learners and learning opportunities. Critical contributions variously deploy feminist, antiracist, decolonising (**Burman**) and social-class (**Jones**) analyses.

4.4. Wider Influence on, Contributions to, and Recognition by Research Base

Since REF2014, we have helped to shape research and practice in our fields of expertise as defined by the RGs, partly through our editorial work, but also by developing new pathways to impact, through which we have, for example, influenced the EEF to expand its assessment of efficacy (**Humphrey** et al., 2016; **Wigelsworth, Humphrey, Qualter**, 2018). Furthermore, our research on measuring non-academic outcomes (**Wigelsworth, Humphrey**, 2017) has broadened instrumentation in EEF trials. Further, our work with GM has produced new ways of thinking and practising across the city region, drawing on our research base, exemplified by **Lupton**'s inclusive growth work.

Recognition of national and international contribution and collaboration is illustrated by over 45 keynote lectures given at research conferences, including 15 internationally. Two MIE researchers (**Evans**, **Gunter**) are Fellows of the Academy of Social Sciences, and in 2016, **Burman** was awarded Honorary Lifetime Fellowship of the British Psychological Society. Our reach is international, with membership of active networks of scholars drawn from many parts of the world. Our connection to international projects has led to regular invitations to staff to lead and contribute to research seminars in the UK and abroad; six international visiting professorships have been held since REF2014. World-leading visiting professors in this REF period have included Mark Greenberg, Penn State University, and Michael Apple, University of Wisconsin.

During this submission period, MIE staff have held key roles in field societies, organisations, networks, and institutions, which enable significant contributions and connote recognition of our expertise. These roles include advisory-board member of the UKRI Emerging Minds network (**Qualter**), Vice-Chair of SRHE (**Evans**), ESRC mental-health expert group member (**Humphrey**), Evaluation Advisory Group member of EEF (**Humphrey**), convenorship of the Higher Education Policy Network (**Lybeck**), and advisor to the Joseph Rowntree Foundation Housing and Poverty Programme (**Lupton**).

Staff have served as members of grant awarding panels, including for the British Academy (**Courtney**; **Whitworth**), the Norwegian Research Council (**Gunter**), the Wellcome Trust (**Wigelsworth**), the ESRC (**Courtney, Woods**) and on the ESRC Peer Review College (**Pampaka**, **Qualter**, **Raffo**, **Williams**). **Woods** acted as an expert reviewer for the Canadian Social Science and Humanities Research Council. **Evans** was an invited member of the first international panel to review research funding applications for the Netherlands Organisation for Scientific Research (2018).

In summary, MIE has developed a vibrant, equitable, and sustainable research environment that enables research of the highest quality, provides future scholars with excellent doctoral training, and supports a wide-ranging portfolio of activities and advisory roles that generate positive societal impacts.