

Institution: London Metropolitan University
Unit of Assessment: UoA23 – Education Studies
1. Unit context and structure, research and impact strategy

Overview: Context for Submission

The Education submission evidences the commitment of the UoAs researchers to generating world-leading interdisciplinary educational research and to the rigorous enquiry into the relationship between innovative and creative practice, criticism and theory. It also evinces international perspectives of education. While conventional research (understood in terms of that which leads to published outputs) is conducted across all areas of the Unit, the distinctiveness of our research lies in applied approaches to research; and in the outward-looking character and the contribution of applied research to good pedagogic practice both internally and externally at the national and international level. The ethos of our educational research is steeped in the heritage provided by the former Institute for Policy Studies (IPSE) with its educational sociological perspectives and through the educational social psychology foundations provided by the Centre for Educational and Professional Development (CPED). Both IPSE (in the past) and CPED share a commitment to transformative education and social justice. The Unit's research focus has latterly been rebuilt and reframed through its more recent research activity with theory informed practice at its heart. This is evidenced through recent initiatives in the field of students as partners, (Abbeglen et al, Harrington et al) and participatory design projects undertaken by the Higher Education Research Group (HERG) and led by its Co-Directors. The strength of Unit's research outputs lie in the cross disciplinary themes, as well as the international character of many of the submissions, which when combined with some of the Unit's outputs which focus on the elaboration of innovative knowledge has resulted in research that is sector leading and which also links to the recently formed Centre for Equity and Inclusion at the university. This Centre has been established to implement and promote an Education for Social Justice Framework across the university and the twin themes of inclusion and diversity are growing areas of research for the Unit. The Unit's submissions for this period include work on cultural plurality in the higher education classroom, evidenced in the work outlined in Impact Case Study (ICS) 'The Student Experience of Internationalisation and Cultural Plurality' which complements the work of the Centre. The research was based on a funded collaborative research project with another higher education institution and which culminated in a book publication and which has examined issues around cultural plurality in national and international contexts. The Unit also boasts strength in the field of the internationalisation of higher education, both in terms of exploring issues around internationalising the curriculum and transnational education, with one of the submissions for the Unit offering a monograph publication in this field.

The ongoing involvement of CPED in this UoA is exemplified in ICS 1, 'Pedagogy for Social Justice in Higher Education', which highlights the theory informed practice aspect of this submission. It is a testament to the strong track record in both professional development and research for CPED; the centrality to our equality agenda is reflected in the fact they now report to the PVC Teaching and Learning who is leading on the University's inclusion initiatives. CPED touches all subjects and academic staff, and also supports research students (for example through our annual research conference and our annual teaching and learning conference and in-house journal) and it does so in a way that is underpinned by the highest quality research. The CPED journal, *Investigations in university teaching and learning* (ISSN 1740-5106), provides a locus for encouraging staff from all disciplines to engage in educational research and which has often provided a steppingstone further and more expansive projects.

The vitality of London Met's educational research in the first part of the current cycle was sustained through international, national and local research projects supported by successful research bids from research councils, government and the EU. The REF 2008 and 2014 evidence this strong research culture in education as well as the impact of the research projects. The activities of the Unit for the current REF have shifted emphasis and have been redirected both in response to changes to staffing during this period, brought about my retirements and departures as well as to a shift in

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emphasis from policy-directed scholarship towards an applied and cross-disciplinary focus on higher education research, for example the work undertaken by CPED colleagues on a writing project (Write Now) across 16 university LearnHigher Centres for Excellence in Teaching and Learning led by the London Met team. The income, outputs and impact for this UoA demonstrate the broadness of the current approach to education research that has been undertaken.

Today, The Unit's researchers are drawn from 3 main fields and a number of Schools and disciplines:

1. The Education Studies subject area, currently located within the School of Social Professions
2. The Department for Continuing Professional Educational Development (CPED)
3. Cross- disciplinary researchers who are located in 5 of the 6 Schools across the university
4. The disciplines of Business studies; Languages and translation; Technology and media studies; Education studies; and Psychology, particularly experimental child psychology

The connecting themes for the majority of our researchers are the challenges faced by higher education, offering different perspectives of current topical debates generated through the diversity of the subject areas that the Unit exemplifies and the innovative approaches to education practice.

As educational research moved forward into this current REF period, this blend of scholarship and practice needed a focus that was broader than the university had seen in the previous REF periods. This shift has seen a smaller research unit mainly focused on higher education topics evolve and consolidate organisationally and intellectually in HERG. The formation of HERG represented a natural progression, reflecting a wider ranging and international cross-disciplinary approach to educational research for the university. HERG was therefore established as a cross-institutional Group, which provides an umbrella structure to themed research activities in higher education: internationalisation, pedagogy, learning technologies, staff and student wellbeing and students as partners. The Group is highly active and has begun to draw together sustained support from the disciplines listed. Examples of the wide-ranging approach are offered by research undertaken in the disciplines of social work and psychology, where their interests in education themes bring different methods (notably quantitative and laboratory-based work) and education research as it applies in disciplinary settings.

HERG also expanded its education research activities by offering externally led research seminars, allowing a space for external research strengths to be honed and external projects to be developed. It also provides support for postgraduate research students, and its members are active in staff and PGR training programmes. HERG thus provides a structure to facilitate and support cross-disciplinary research and innovative approaches to educational research through its collaborative bridge across Schools and institutions.

A key strategic aim of HERG has been to build on staff expertise and knowledge and create a culture that fosters collaborations with international projects, that supports the applications for research funding and provides the infrastructure to develop a thriving postgraduate environment, an environment that has research capacity building as a central tenet. Whilst it is too early to judge the success of this ambition, it remains a strategic aim. The research group structure adopted by HERG is key to achieving the strategic aim of creating an environment to support the production of world-leading research and it has enabled an interdisciplinary ethos. This often takes place in conjunction with practice-based/led researchers and sustains an established focus on the relationship between thinking and educational practice, and the potential of allowing for creative approaches that can be seen as a transformative force within our educational culture and practice. HERG is providing a dynamic environment for cross-disciplinary educational research to be encouraged and disseminated. HERG's outward looking approach is further sustained through its international reach. An example is offered through current projects funded through the award of a small seed fund. This has been made available through QR funding and School Rescaling funds. One funded project is focused on exploring the teaching and learning experiences of staff and students in higher education during the Covid pandemic, another is exploring and analysing the impact of a launch of an international digital pedagogic tool as part of an international action research project which has

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strong participatory design element. These research projects, their international reach and focus on innovation, through in particular the development digital global citizenship, not only fit with the university strategic aim of embedding social justice as part of its curriculum but with a wider ethos of building reputation and research culture through engaging in pedagogic projects which will impact and influence the higher education sector. The research leave of two of HERG members will further concretise the new research projects that HERG is engaging in.

The university's provision of strategic seed funding for HERG projects demonstrates potential for enhancing the existing impact and generating further impact and provides a basis for future international funding bids. An initial research bid was also made to the UPP Foundation for a project, which aligns itself to university strategic aims of building an inclusive curriculum, improving continuation and achievement for BAME students, and community engagement as well as building the potential international reach. The Foundation indicated that whilst the bid was unsuccessful this year that a further submission should be made to the next round of bidding calls as the bid had been shortlisted and was only unsuccessful due to the overwhelming numbers submitting bids. A further bid larger bid has been made to the Nuffield Foundation to support a multi-institutional project with the aim of using a technological intervention to develop cultural awareness and transferable skills amongst undergraduate and postgraduate students. The project team includes 3 institutions in London and 3 institutions across Europe. This underlines the potential for impact generation of HERG, both at national and international level and that the Group is likely to be recast as a Research Centre in the near future. HERG supports more staff in developing their research careers and in completing their doctoral studies through the PhD route or EdD route, or to obtain that qualification through prior output. HERG is already attracting international PhD applications. It allows for a locus where a mix of disciplines and a broad range of interests can support the mentoring of staff new to research and mentoring for those seeking academic promotion. This support is embedded through the intertwined link with CPED which has a role across the university in terms of researcher development training.

The UoA will see a growing volume of people work-loaded for research and an increase in professional staff. The HERG policy of increasing research engagement through seminars for each stream and the bi-monthly HERG Seminar series provides a bedrock for educational research aimed at supporting the overall university drive to triple research activity. Currently, HERG has three Professors and two Associate Professors leading the research teams. The strategic direction of the unit is the recruitment of more staff with a research remit, the intention is to encourage more research student registrations through the EdD route, and the increase of PhD registrations facilitated through the outreach work of HERG.

Research projects enhancing the reach of the Unit

Since 2008, the UoA has achieved research success through the CICE Project which formed an important income stream for education studies and focus for research on children's identities and citizenship education. The project was a prestigious Jean Monnet European research project and led to recognition of the university's contribution in the field by the European Union. Within this research period there has also been funded research undertaken into teacher education and exploration of academic literacies. HERG's holistic approach to educational research has enabled a wide-ranging commitment to educational research for the Unit in terms of its reach across Schools and which includes research on teaching practice. Its outreach work can be seen through supporting the work of the internationally based Interdisciplinary Network for Research into Assessment Practice (INRAP), led by Professor Carol Evans at Griffiths University, Australia. The Co-Director and theme leader for Learning Technologies in HERG are founder members of INRAP.

The Unit's submission demonstrates the success of the cross-School approach to educational research in the university as well as the cross-institutional research success that the Unit's members have engaged in, illustrating the collaborative positioning of this UoA which is also evidenced in our impact case studies. In total 3 monographs have been produced as a result of the Unit's cross-institutional reach as well as 25 journal papers and a significant number of impact activities underlining the research excellence for this UoA.

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Applied research and research that supports the university mission of giving back to the City and Knowledge Exchange is a strong feature of the submission. The approach to research is broad in scope and rich in reach with its cross-disciplinary approach, allowing for research to be supported and undertaken in the broadest sense and in an applied context. The outputs represent this broad positioning of the research that has been undertaken as well as the direction for future research.

Research culture

The Unit, although small contributes significantly to the research culture of the university. This is achieved through its vibrant series of research seminars which are run by HERG throughout the year, the annual teaching and learning conference, the support offered to Early Career Researchers (ECRs) through the wider activities of HERG, such as research mentoring and to the university research training programme and events such as Writing Workshops. The Writing Workshops which are facilitated by external experts have proved particularly effective in propagating a research culture for this Unit and in encouraging ECRs and an educational research ethos for education studies. The Unit has promulgated and embedded the university research policies such as the research mentor scheme with a number of ECRs in HERG benefitting from research mentorship. Two of HERG members have been beneficiaries of the research leave scheme which will aid in underpinning the growth of the Unit's research activities and outputs for the next period. The members of the Unit have also been successful in being awarded internal research funds for small research projects which are part of the global shift in the university to embedding and enhancing the research culture of the institution. One of the members also received a university research award in recognition of their research activities which again underlines the contribution this Unit makes to the research culture of the university.

Sustainability of the University's Impact

The UoA Impact Case Studies evidence the approach to the research undertaken in Education Studies Unit, underlining the importance of interdisciplinary research and research that has national and international impact. Our impact work on social justice in HE in particular evidences the impact of important work that has been undertaken in a context of academic and learning development, led by colleagues in our CPED unit which is field-leading research. This includes work that has been undertaken with regard to Students as Partners, as seen in Harrington's work with the HEA. Harrington's collaboration with Mick Healey, Director of the Institute of Students as Partners resulted in the development of the conceptual model that has been used annually in the Institute's programmes delivered by Prof. Mick Healey, with participants from across the world, for example the Change Institute held at the university of Adelaide in July 2019, which two members of HERG attended and participated in as the result of university teaching fellowship awards for research projects. In addition, the development of materials for teaching research methods touches on some of the key debates and areas of enquiry in the field of higher education research and links to key priorities for the university's new strategic plan.

One of our impact case studies outlines the impact that the Unit's submissions have had at institutional, national and international level within the field of cultural plurality in the higher education classroom. The findings from the research underpinning this ICS has led to further research being undertaken in this area in international contexts and the development of a teaching intervention which will lead to further international impact.

2. People

The research activity of the UoA is in now, in the main, housed under HERG umbrella. The HERG structure is modelled around 5 key themes which reflect researchers' strengths and current outputs and the university strategic priorities. This approach is designed to facilitate the integration and support of the Unit's researchers, early career researchers, postgraduate research students and visiting researchers. Each theme has a professorial/associate professor lead who convenes regular meetings to discuss theme-specific research activities; the leaders also meet together to coordinate

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research across HERG. While all HERG researchers are full members of the Group that best represents their research, they are often associate members of others. We use the five cross cutting themes to support discourse and collaborative opportunities for individuals and between centres. The five themes, Internationalisation, Pedagogy, Student and Staff Wellbeing, Learning Technologies and Students as Partners, provide common touchpoints for our research that enable productive dialogue between members of our research group and other research centres as well as the Interdisciplinary Research Forum.

The UoA submission incorporates researchers from the education studies subject area, where EU projects and resulting outreach have contributed to the impact of the UoA as evidenced in the ICS 'Pedagogy for Social Justice in Higher Education'. The impact of the work of the researchers from CPED is outlined particularly in the ICS and CPED researchers form an integral part of the UoAs wider research activity across the university, encouraging practitioner-based research in the education field and building education scholarship, which also leads to professional accreditation within the education field such as Senior and Principal fellowship of the HEA. The cross-disciplinary researchers whose submissions for part of this UoA are located particularly in the School of Social Sciences and the Business School and offer additional strength to the work of the UoA allowing a broader perspective that is both international and offers an innovative and creative aspect to the work undertaken by the UoA. This underpins the current submissions of this UoA and points to the far-reaching ethos of the activities undertaken by the members of the UoA and growth for the future. Breadth, reach and diversity are important themes of the research undertaken by the individuals within the UoA and they will enhance the future impact of the work undertaken for this UoA.

Staffing Strategy and Staff Development in Education Studies

The approach to staffing is defined by its strategic objective to recruit, develop and retain world-leading researchers. The focus on increasing visibility, strengthening established areas of research excellence and investing in emerging areas has underpinned the university approach to recruiting and supporting staff. All new appointments are made on the basis of excellent research track-records and future potential linked to the strategic goals of the university.

Support for staff

Education is also the intellectual fulcrum of CPED, even though its brief is university-wide and as such the Unit's support for Early Career Researchers (ECRs) is offered through CPED. The university offers a research training programme for ECRs supported by a research mentoring programme in each School. The unit has a policy of encouraging and supporting ECRs to develop their research careers through mentoring, support for early access to the University's Research Leave Scheme and through engagement with the Higher Education Research Seminar (HERS) series. This is facilitated through HERG and through the Schools structure for research. Research staff performance is addressed systematically through annual Performance Development Reviews with qualified senior staff and through support from research mentors. A transparent workload allocation operates. Research active staff with an allocated workload for research are entitled to departmental travel and research funds. The Education Studies School supports research through its Research Fund and Travel Fund, whilst both the School, CPED and the University regularly provide conference attendance support on a competitive basis.

ECRs are encouraged to apply for University Teaching Fellowships (UTFs) and on successful award of a Fellowship have an opportunity to develop research proposals based on a funding award as a part of the Fellowship. The Unit has a number of existing UTFs and HERG supports the application process for ECRs. There are currently 8 SFHEAs and 2 PFHEAs within HERG network as well as 2 NTFs. The Co-Director of HERG is a PFHEA and 2 of the Theme Leaders are SFHEAs and 2 are NTFs. Scholarship of Learning and Teaching is an essential requirement of all SFHEA and PFHEA awards.

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At all stages of internal funding bids and research awards and academic staff promotion, demonstration of potential impact is required at university level, at national level and international level.

Research students

Within the field of Education Studies, the EdD allows for doctoral research to be supported, with 6 PhD completions over the period. There are currently 16 PGR in the field of Education Studies and there is a mix of EdD and PhD student researchers. Research Students are integrated into our research group and are encouraged to link their research to the research themes where possible. HERG will attract more PhD applicants and candidates with its broad focus and wide-ranging expertise.

In terms of the support and training that is offered to research students the university and education subject field offers a rich research and social environment for its PGR students. One of the UoAs PhD candidates set up and leads the university's Postgraduate Research Society. The UoA subscribes to the objectives and values of the VITAE Researcher Development Framework, which emphasises the development of personal effectiveness and engagement with others in addition to the acquisition and production of knowledge. The Co-Director of HERG is central to staff researcher development and heavily involved in the research student training programme. All PGR students are invited to Induction events outlining the research degree process. These provide PGR students with an overview of key resources such as the Library and key obligations such as receiving research ethics approval. The events offer the opportunity to meet other PGR students, supervisors and representatives from departments. In terms of Progress Monitoring, students are monitored yearly in a systematic manner by School-based Research Student Progress Groups (RSPG). The process involves the student reporting on the past year (academic progress, conference attendances, training, etc., including any obstacles encountered) as well as submitting a research sample (a chapter, a piece of analysis of data, an artefact). The submission is considered by the supervisors and by a reader, offering the opportunity of feedback from outside the supervisory team.

In addition to the subject focused activities, the Graduate School runs a programme of weekly training sessions addressing the PGR process, which HERG members contribute to (for instance progressing from the MPhil to the PhD stage, preparation for the viva), methodology (quantitative and qualitative methods, interviewing), career development and wellbeing. The university holds a Student and Staff Research Conference which offers research students the opportunity of introducing their research to their peers in a friendly and supportive environment. HERG students will make a significant contribution to this conference and when numbers have grown, will run a conference stream. Contributions to the conference can be in the form of a short paper, a poster or a joint student-staff paper. PGR students are further involved in the PGR Student-Staff Liaison Forum which is co-organised by students and staff. It consists of representatives from the six Schools and offers the opportunity of influencing the research culture in the university. The PGR Student Society also works closely with the Graduate School. It offers research meetings and social events.

Focal points are provided by research groups, for example, HERG Seminar series and research centre seminars and meetings. The newly established university wide Interdisciplinary Forum also offers a locus for research students to share their work. The university provides all students with a suite of research methodology courses (Research Training programme) and HERG supports this activity with development opportunities for education-based research and practice-based research, in particular research students have the opportunity to participate in Masters modules, for example the MA Teaching and Learning. Students also have the option to attend any relevant MA or, where appropriate, undergraduate courses. Complementing generic skills training and progress monitoring, our PGR students have discipline specific training according to particular needs and topics. Specific training needs are thus met at both generic and subject specific levels. In collaboration with Schools, HERG also organises events to stimulate and facilitate exchange between academia and business, industry, and public sector. The Doctoral Training Programme is supported via the university VLE and hosts research seminars with contributions from HERG members.

Equality and Diversity

All staff are required to take part in training on diversity and equal opportunities and Education Studies follows the University's equal opportunities and diversity policies in all its recruitment processes, its centre activities and staff development. The current EDI balance in the UoA is: two fifths of staff are between 26-50 and nearly all the rest are between 51-65, with only one known disability. The Unit has a strong female representation, as two thirds of the staff are women as well as the Unit having had a strong representation in the recent university academic promotions with three women achieving promotion, two to Associate Teaching Professor and one to Professor. In terms of the potential gender imbalance in the university with regard to research active staff, the Unit has therefore made a positive contribution in addressing potential imbalance both in terms of the numbers of female staff that are research active in the field of education studies but also in terms of the academic promotions. One member of the Unit was also promoted to Senior Professor. The Unit currently has three professors, two of which are male and one female. However, it is recognised that the Unit has a lower representation of staff from ethnic minorities. The Unit is looking to address this by encouraging ECRs from diverse backgrounds to engage in educational research through supporting them through the university's research mentoring scheme, by providing the expertise in doctoral supervision in the field of educational research, a natural progression from the MA Learning and Teaching, supported and run through CPED and through the research seminar series run by HERG.

The recently established Centre for Equity and Inclusion has a strategic aim of EDI training for all academic staff. As part of the work of this Centre the university is considering extending its approaches to staff wellbeing as well as this being a theme of HERG. The focus on equality and diversity in research terms is also evidenced in both Impact Case Study 1 and 2, with regard to the approach of higher education institutions to culturally plural classrooms and widening-participation pedagogy. The various HERG research-activity themes will take this work forward.

ECRs are particularly supported and developed through initiatives such as the aforementioned *Investigations*, our in-house journal, edited by CPED, which is an Open Access publication. Many of the papers in the journal receive a high number of citations, increasing the impact factor of the education studies outputs and activity. In addition, CPED has established opportunities for those engaging in creative assessment practice to develop their work into applied research and present the work at seminars for our "CreAte" (creativity in assessment) in-house network. This seminar activity feeds into a nationally established research network supported by Advance HE. There is also School specific seminar activity in Education subject area and in the Business School, for example to encourage educational research in the business environment through the Developing Pedagogies Group which holds monthly seminars to facilitate and develop the research culture and allow for ECRs in business education to develop their research projects.

3. Income, infrastructure and facilities

The Education Studies Unit has attracted significant research funds during the current REF period, amounting to a sum of £616,000. These funds consist of a number of projects based on successful research bids, the largest being from the EU for prestigious Jean Monnet Funding. Given that traditionally Education Studies struggles to attract large bids this amount represents a successful income period for this UoA. With the appointment of new professors to the Unit, the capacity for research bidding has increased and whilst this period already seen HERG develop two external research bids, the next period will see increased research bidding activity.

Organisational infrastructure

In terms of the organisational infrastructure for research and facilitating the impact potential, the university administration has its focus around the Research Office. The university employs a Funding Manager centrally to support the development of funding bids developed in the Schools. In addition, the university operates a Peer Review College to aid in developing research relationship and the

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infrastructure to support research bids and collaborations. The Peer Review College further provides a supportive peer driven mechanism to aid in ensuring that potential research collaborations and bids facilitate the potential for researchers in making a contribution to society and the economy and assisting in researchers reaching optimum potential with regard to collaborative and bidding opportunities.

Engaging with Diverse Communities and the Public

Educational research by its very essence and context lends itself to the possibilities for impact in terms of its engagement with the public. European projects that have been undertaken by this UoA exemplify such engagement with their focus on the development of citizenship education in diverse communities and in developing educational practice across Europe. This activity whilst not captured in the impact case studies, nevertheless has been evidenced and acknowledged as significant research impact by the European Union. It represents the engagement with diverse communities as does the research outlined in one of our Impact Case Studies, where the focus for the research has been the approach of higher education institutions to culturally diverse classrooms. The researchers are exploring this theme in an international context through existing international networks in subject disciplines, such as an international network in tourism masters, consisting of 15 international partners across Europe and North America. The researchers have developed an intervention for a current action research project which will also be extended to Australia thus extending the reach of the unit further to international communities.

Contribution to the Sustainability of the Discipline

The submissions for this UoA represent and underline the importance of maintaining an interdisciplinary approach to educational research and it is anticipated that this 'interdisciplinarity' will provide a sustainable driver for the next five years allowing for both expansion and continuity in terms of the themes of HERG and the potential for successful research bids. The internationalisation theme has already been successful in attracting funds through an internal research bid and this will be used to expand the international and interdisciplinary research dimension of the UoA.

As our range of returned outputs evidence, there is considerable expertise in teaching practice and applied research around teaching practice. This focus on practitioner development informed through research is a strategic priority for CPED and will continue to offer the discipline a sustained influence in the field both internally and externally.

Evidence of Wider Influence

The table below exemplifies how the UoA has engaged in activities that represent the wider influence in the sector. The table below demonstrates in particular that this reach and influence is broad in terms of the activities undertaken from a unit with a more modest number of staff.

Activity	No of Instances
Award nominations/awards	6
Collaborative research	7
Conference presenting	45
Consultancy	6
Event organising	9
External examiner (research degrees only)	2
Fellowships and scholarships	3

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Impact	5
Invited international short course delivered	1
Journal Editor	7
Keynote/plenary speaker	14
Membership of external council, committee, board, network	12
Other editorial work	5
Participation in external appointment, promotion and tenure panels	1
Publication peer-review	113
Referee	4
Successful grant capture	2
Visiting researcher	1
Total	243

The external work undertaken by the UoAs members demonstrates the wider influence and reach of the Unit, in particular the significant number of Keynote presentations, the membership of external committees and councils, the editorial work undertaken in the Unit and the numbers of awards and nominations that have been achieved by those submitted to this UoA. Among our most prestigious international invitations, we highlight the invitation to participate in research development of colleagues in Romania and the invitation to participate in an international research project through the ITMN, hosted by the Universite de Savoie in 2021.

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

The UoA operates both from the perspective of the vitality of the heritage model that the outputs in this UoA have built on and in the current context which is steeped in collaborative endeavours. The Unit is immersed in research drawn from three primary areas of activity, two of which are distinctly cross-university and cross-institutional in nature and has as its essence a collaborative and cross-disciplinary research approach. In addition, members of the Unit work within a research group that operates cross-institutionally with regular meetings and talks from researchers from other institutions, as well as close links with Advance HE being maintained and used to promote new foci for interdisciplinary research and within a context of established international links and fora such as the International Institute for Students as Partners.

Collaboration

Research collaboration external to the institution has taken place under the large research projects such as CICE, mentioned above, as well as collaboration within Schools in a cross-disciplinary context. These projects have resulted in collaboration of researchers across the European Union, for example the ARES project. The ARES project outputs were the result of exchange practices and ideas informed by research evidence. The outputs were presented in the form of good practice guides, developed as resources for schools, teacher education and other professional courses, for example, materials for research methods. The theme for the project was the development of citizenship education in Europe through excellence in research and practice. The University coordinated the Jean Monnet Network Best practice in Citizenship Education Guides (2014-17). These provide guidance for schoolteachers and teacher educators and add to an extensive database of resources such as papers, guidelines, learning objects that were developed to promote citizenship education within a European context. These resources and associated activities

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(two European doctoral student conferences, three partnership conferences) illustrate the collaborative context of educational research in the university which is international in nature and context. The CICE project has been flagged by the European Commission as an example of good practice and defined as a project that has been ‘...particularly well managed and can be a source of inspiration for others’.

The project has also been marked as a "success story" in the Erasmus+ Project Results Platform, a database offering descriptions and results of projects funded under the Erasmus+ Programme for Education, Training, Youth and Sport, as well as its predecessor programmes.

The Education Studies team has also contributed alongside academics from 47 universities across Europe to produce good practice guides in citizenship education for teachers and teacher educators. The Education subject group has worked closely with CPED to host CAPITAL (Creative and Professional Innovations in Teaching and Learning) seminars; these meet twice termly to promote Research Informed Teaching (RIT) across the education courses and encourage appropriate scholarly activity. The projects also demonstrate the collaborative nature of research in the university, as it was cross-departmental and demonstrates that the team is committed to technologically progressive pedagogies that facilitate wider student engagement and value creativity in learning in an international context.

This project enjoyed substantial EU funding and garnered significant impact through its collaborative positioning. The EU have expressed their gratitude for the work undertaken on this project and the impact that it has had in the field of education (evidence available). Similarly, the Romanian project has generated collaboration with other institutions. This project had two strands of impact that are significant for the education submission and the ‘Pedagogy of Social Justice in Higher Education’ ICS highlights some of the work undertaken in the CAPITAL project which has produced international impact.

The Co-Directors for HERG and the theme leader for Learning Technologies and the Director for the Learning Technologies Centre are co-founders of the Interdisciplinary Network for Research into Assessment Practice (INRAP) led by Professor Carol Evans (now at Griffiths University, Australia) and in collaboration with Advance HE. INRAP has received seed funding for its launch on Connect HE and the founding researchers are from 5 other institutions around the UK. Working with Advance HE, the research group offers Webinars of good assessment and feedback practice and offers a forum for national research into assessment practice, supporting conferences and seminars on impactful assessment approaches in higher education.

The overarching plan for the UoA's research future is to: continue to build critical mass in each research theme, through sustained and where appropriate increased research grant income, to continue collaboration across themes to generate new directions for research; and to further develop the doctoral programme both within HERG and across the Education Studies subject field, whilst supporting ECRs into academic careers. Each research theme of HERG also addresses its own specific developmental needs within the broader research and university environment. As HERG grows its applied and theoretical research into higher education in a context of people, places, their interactions and pedagogic processes will expand the impact of the research undertaken by HERG and the external membership and linked networks will also grow, particularly in international contexts. The Group is developing national and international research collaborations, for example, with the Università degli Studi di Milano-Bicocca and Université de Savoie, in areas such as cultural encounters in education, teaching practice and innovation in education as well as climate change, focusing on the transformative potential of applied educational projects at both national and international levels, including digitally enabled knowledge exchange. The flexibility and nimbleness of researchers within HERG in engaging in topical research contexts is also illustrated by recent international research undertaken on student and staff experiences of teaching and learning during the Covid pandemic in different European institutions. The convergence of disciplines under an educational umbrella allows us to address challenges to the contemporary educational environment and places us in a good position to develop the Unit's programme of research over the next five years.