Institution: Leeds Metropolitan University

Unit of Assessment: 25 (Education)

a. Overview

The Deputy Vice Chancellor (DVC), Research and Enterprise is responsible for the strategic development and leadership of research and enterprise activity across our University. The offices of University Research (URO) and University Enterprise (UEO) under the line management of the DVC, support the delivery of the Strategic Plan 2010/2015 (http://www.leedsmet.ac.uk/about/index.htm), Theme 3 'Being a catalyst for social and economic progress in and for our region, nationally and internationally, through research and enterprise', and the Research Strategy. Working together we focus on the research community by enhancing research student experience, fostering relationships with partners, companies and external organisations and promoting entrepreneurship and innovation among our staff and students. Building and enhancing a research culture is at the heart of our University's Strategic Plan 2010-2015, Theme 3. The DVC is directly supported by Head of the URO and four faculty directors of research.

The environment within which staff and students undertake research aligned to the Unit is primarily facilitated via the Centre for Social and Educational Research Across the Life Course (SERL). SERL brings together researchers and research students with common social justice concerns who have an interest in developing participatory methodologies. The Centre supports and encourages a wide range of research and collaborates with multiple research partners both inside and outside academia (http://www.leedsmet.ac.uk/research/centre-for-social-and-educational-research-across-the-life-course-serl.htm).

A key feature of the Centre is the successful Professional Doctorate in Education (EdD) which complements our thriving PhD programme. The EdD enables staff to supervise a wide range of social and educational research projects and provides opportunities for students to begin to publish from their research at an early stage. Writing conference and/or journal papers is a required part of the assessment of the EdD. SERL is closely aligned to the Carnegie Faculty and draws on the research training and professional development opportunities of the faculty as well as offering its own provision. Staff included in Unit 25 are primarily employed by the School of Education and Childhood located within the Carnegie Faculty. However, the Unit also draws on research staff from across the university. Willott, for example is also aligned to the Centre for Applied Social Research (CeASR), a University-wide Research Centre delivering interdisciplinary research across the social sciences https://www.leedsmet.ac.uk/research/centre-for-applied-social-research-ceasr.htm.

b. Research strategy

The overarching strategy of the Centre for Social and Educational Research across the Life Course aligns with the research strategy of the University and the Carnegie Faculty, in particular Strategic Plan Theme 3. A new Deputy Vice-Chancellor for Research and Enterprise was appointed in 2011 to lead on the research and enterprise aspects of the strategic plan and is supported in his work by a Board of Governors committed to enhancing research and research capacity across the unit. Institutional, faculty and centre activities also support 'Theme 1: Putting students at the centre of our activities and providing a flexible and relevant curriculum with excellent teaching and learning' and 'Theme 4: Engaging, valuing and developing our diverse community of colleagues'. Consequently, research activities associated with the Unit are deemed to be integral to supporting the attainment of the Institution's Strategic Plan. In line with these strategic foci, at a Centre level SERL has seven key objectives and aligned activities:

1. Providing an intellectual home for those researchers who have a strong track record across the field as well as emerging researchers and research students. This is achieved through regular Centre meetings as well as the delivery of research seminars. The Centre also draws on the expertise of its Emeritus Professors (Sue Clegg and Pat Broadhead) who have international reputations and who remain connected to the centre via staff development and mentoring activities and delivery of seminars, as well as its visiting Professors and Fellows. A recent CAPRI seminar, for example, 'Action research: An imaginative approach to

internationalisation in Higher Education' delivered by visiting Professor Wendy Green, University of Queensland, Australia, drew in over 50 national and international visitors.

2. Providing staff development opportunities including research mentoring of new and emerging researchers. This is achieved through the delivery of fully funded, part-time doctoral programmes for staff (PhD and the Professional Doctorate in Education) and funding via the School of Education and Childhood staff development fund and the Carnegie Faculty Special Conference Fund for staff to attend conferences and deliver papers. In addition the Centre has run a series of methodologies seminars 2012-13 for staff and research students covering Grounded Theory, Phenomenology and Critical Discourse Analysis amongst others.

3. Maintaining and developing links with scholarly organisations, both within the UK (such as the British Educational Research Associate and the Society for Research into Higher Education) and overseas (for example The American Educational Research Association, the International Childhood and Youth Research Network, and the International Society for the Scholarship of Teaching and Learning) and ensuring an effective two way flow of information. All staff are encouraged to become actively involved in research and scholarly bodies. Hann, for example, sits on the editorial board for Language Issues, the journal of NATECLA, the professional body of ESOL teachers. It is the only peer reviewed journal for ESOL researchers and practitioners in the UK.

4. Continuously developing, and supporting the development of, effective relationships with UK and overseas universities/organisations in order to support collaborative bids and research outputs. This includes the appointment of a high number of visiting Fellows and Professors (such as Professors Mary Kellet, Angela Anning, Peter Moss and Wendy Green) who are able to bring new perspectives and ways of researching into the Centre. Current visiting Fellows are from universities in the UK, Holland, Eire and Australia. The Centre also has a track record of bidding for external funds. Caruana's research (2010) for the Equality Challenge Unit 'Internationalisation and equality and diversity in higher education: merging identities', for example, was undertaken with partners in two Australian and four other UK universities.

5. Maintaining and developing collaborations with research staff in other universities including developing joint bids for external funding, such as the current HEA project being delivered in partnership with Professor Penny-Jane Burke from the University of Roehampton. The faculty offers substantial internal funding for research projects including funding for new and established researchers to undertake research projects and for the development of bids to be submitted for external funding. In addition the faculty makes monies available for specific research equipment.

6. Facilitating the practical impact of research outcomes through a diverse dissemination strategy in collaboration with research participants and service users. This includes publication via books, monographs and refereed journal articles, including Open Access Journals, web-based and free print resources as well as the presentation of research outcomes at local, national and international research and practitioner-led conferences.

Supporting post-graduate students by developing an effective and thriving community of practice. This includes drawing on research students to present seminars, and supporting the development of informal student networks. Staff also facilitate a regular programme of seminars to support our doctoral students and provide information on seminars and conferences in and outside of the university which we encourage them to access. Funding is made available for doctoral students to access these external opportunities where a cost is levied. A new initiative also provides funds for research students undertaking Masters' awards to enable them to present at research conferences.

c. People, including:

i.   Staffing strategy and staff development

The University is committed to the development of its staff, and operates in compliance with the Concordat and Researcher Development Framework. Through Human Resources (HR) and the URO/UEO we enable our staff to deliver high levels of performance by promoting and providing

development opportunities which are reviewed through our Performance and Development Review (PDR) process. There are also biennial promotion calls for suitably qualified staff to the roles of Reader and Professor as part of our on-going commitment to the research vibrancy of our university. Both early career researchers and those further into their careers are offered a wide range of developmental opportunities and participate in a lively research culture at Centre, Faculty and School level as well as in university-level events. Continual professional development through the Enterprise Academy and the Research Academy equips our staff and research students with the necessary skills and attributes to be able to succeed in their chosen career paths. The URO implement several competitive schemes to build research careers such as Early Career Research Development, Research Leadership and Research Cluster Development Awards. These schemes also promote collaboration across our University and in the wider research environment.

Internal investment in addition to our external research income is an important contributor to increasing our internal structures, facilities and equipment, research profile, reputation and in the development of academic staff. The staffing approach of the School of Education and Childhood and SERL are focussed around the seven principles of the Concordat to Support the Career Development of Researchers (http://www.vitae.ac.uk/CMS/files/upload/Vitae-Concordat-2011.pdf):

1. In order to recognise the importance of recruiting researchers with the highest potential to achieve excellence in research, the University requires all new lecturers to have a doctoral level qualification. Existing staff are supported to work towards a doctorate. This includes part-time staff. All staff associated with the Unit are on permanent contracts and all academic staff are required to undertake research activity.

2. Researchers are recognised by the university through such initiatives as: the provision of funding for doctoral awards; time and funding to attend conferences, funding to undertake research activities or for preparing bids; dedicated and protected time to undertake research activities; support for the delivery of seminars and conferences; time and financial support to undertake external research activity for example representing the University on the bodies of learned societies, research organisations and/or practitioner bodies.

3. Researchers are supported in their need to be able to operate in a diverse, global research environment through: funding to participate in international conferences; the provision of a vibrant visiting professors and fellow programme which draws in national and international scholars; and the on-going recruitment of overseas scholars and doctoral students which diversifies and globalises the research environment. Staff are also able to participate in CaRM - the Carnegie Research Mentoring Scheme - which supports research mentors and mentees in developing research relationships and opportunities across the faculty. CaRM is designed to support members of academic staff in developing their personal research profile and capacity, whatever their current starting point. CaRM is now being rolled out across the university. In addition, newer researchers are strongly encouraged to 'shadow' more experienced researchers who are undertaking research projects.

4. The importance of researchers' personal and career development is recognised during the annual Personal Development Planning review where all staff, regardless of level, have their training and developmental needs discussed and planned. Money is available to support the career development activities of staff; the University has a biennial promotions round to Professor and Reader level and other Professors and Readers are appointed where required. All staff who wish to supervise on doctoral awards are offered the opportunity to participate in the University-wide Research Supervision CPD workshop programme, and the follow-up mentoring of new PhD supervisors by more experienced staff. All staff (and research students) are offered regular training and updates of research regulations and good practice and are expected to contribute to the maintenance of good practice, for example by gaining ethical approval in advance of undertaking any research. Staff training sessions are made available across the university via 'Researchonline' which offers an extensive programme of workshops for personal development in research and networking.

5. All staff are required to commit time for research and scholarly activity and are expected to take advantage of the manifest research development opportunities offered. All staff on academic contracts are encouraged to bid for and undertake externally funded research projects and/or

undertake research awards and/or to produce journal publications, books and other outputs. For example: workshops are regularly delivered to support activities in these areas (e.g. 'Getting Published'.; good news items are regularly solicited and celebrated; launches are held for new books; funding is available to help with bid writing or other research support; staff are provided with opportunities to undertake institutional funded research sabbaticals and/or apply for research fellowships to enable them to develop their research profile and outputs - a recent example is the two year Leverhulme Research Fellowship awarded to Carol Potter (2013) to undertake research relating to fathers of children with autism. Staff aligned to Unit 25 are encouraged to organise and contribute to a number of activities and events that support the development of the research environment of the university, including: the Carnegie Research Institute year-round research seminar series - where staff, research students and visiting scholars present their work; the Carnegie 'Twilight' Seminars (sessions specifically designed for postgraduate researchers and their supervisors); the Carnegie lunchtime seminars for new and established researchers to present new projects, and the SERL Methodology seminar series.

6. Diversity and equality is promoted in all aspects of recruitment via the University's HR process and as part of the career management of all researchers. The current roll-out of the Carnegie Research Mentoring Scheme (CaRM) across the University is designed, in part, to specifically support the development and promotion of female and BME researchers to senior posts. The Centre Head also participated in the HEFCE-funded Vitae project 'Every Researcher Counts' and is the Institutional representative for Vitae.

7. Finally, the University, the Carnegie faculty and SERL undertake regular reviews of the impact and outcomes of staff research projects and outputs on research careers, on an on-going basis and through the annual Personal Development Planning review.

ii. Research students

The faculty supports excellence in research at all levels, not just doctoral. For example, the new Special Conference Fund for Masters Students enables those attaining distinctions in dissertations gained on taught M levels awards to also attend national and international conferences to present their research. The SERL event 'Researching and Promoting Social Justice in and through Education' (November 2013) invited contributions from Masters students gaining merits or distinctions (see http://socialjusticeedu.wordpress.com/). The faculty also offers full-time bursaries to doctoral students on an annual basis. Two researchers in education have been given full bursaries since 2008.

For those enrolled on research degrees regulations for postgraduate research degree programmes are clear and readily available to all students and staff via the university's website and a dedicated research training programme online module. These include requirements for admission to the programme; procedures for considering claims for the accreditation of prior experiential and/or prior certificated learning (APEL); the academic and procedural requirements for particular postgraduate research awards; assessment methods, requirements and procedures, including the criteria for achieving the award; the institution's procedures for dealing with research misconduct, including plagiarism; and complaints and appeals processes. Specific regulations for Postgraduate Research programmes (for example the Professional Doctorate in Education) are written into course documents (as appropriate) and are available electronically, referred to in the Postgraduate Research Student Handbooks and discussed during induction. The requirements for progression, including monitoring and review arrangements, the minimum and maximum periods within which the programme may be completed and the taxonomy of assessment are evidenced in the Research Student Handbook and re-iterated at induction. All research students are required to attend a compulsory weekend induction which takes place three times a year. This induction provides information on the regulatory framework, requirements and responsibilities of research students and specific information on, for example, ethical research and gaining ethical approval. Via the University Research Office the institution monitors the success of the postgraduate research programmes against internal and external indicators and targets including: submission and completion times and rates; pass, referral and fail rates; withdrawal rates; the number of appeals and complaints, the reasons for them, and how many are upheld; analysis of comments from examiners; recruitment profiles; feedback from research students, employers, sponsors and

other external funders; and information on employment destinations and career paths of former students.

All research students are linked to a supervisory team comprising a lead supervisor and second supervisor and, where appropriate, an advisor. The calibre, training and experience of these supervisors are sufficient to facilitate the development and successful pursuit of the programme of research. All students are provided with adequate learning and research tools, including access to IT equipment, library and electronic publications. Fulltime doctoral students are provided with their own lap-top and with 'hot-desk; space. Part time students have access to shared IT resources via a hot desk research student room and the libraries. The University has two libraries, one at each of the main campuses. Both of the libraries are open 24 hours a day, every day of the year. The School of Education and Childhood has an academic librarian who maintains the collections associated with Unit 25 and who runs workshops and classes to develop student (and staff) information skills. The libraries stock books, print and electronic journals, newspapers, DVDs and CDs. Students also have access to other libraries (via the SCONUL scheme) and The British Library at Boston Spa. Staff and students can also access PCs, photocopiers, printers and scanners, student meeting rooms and audio visual equipment. E-books, electronic journals and online resources can be accessed through the 'Library Online' website.

All doctoral students are required to complete a Training Needs Analysis at the beginning of their studies and then enter into a negotiated Research Training Programme (RTP) designed to meet their individual, specific needs. The context for the Leeds Met RTP is the national policy framework for the development of research skills (the Joint Skills Statement and Researcher Development Framework). Details of Leeds Metropolitan University Seminars and Conferences are made available online through the University Research Office and are free and open to all registered students (and staff). The faculty delivers an annual programme of 'twilight' sessions available to all faculty students (and more broadly) which are delivered primarily by the Professors and Readers in the faculty. These sessions include, for example, research methodologies, data collection techniques, presentation and dissemination of research, and the research student process. Students are also given financial support to attend conferences and seminars both in the UK and overseas, providing them with exposure to researchers working at the highest level in their field.

Research students aligned to Unit 25 are encouraged to contribute actively to the research environment. The university delivers an annual research student conference to which all students aligned to the Centre are invited to contribute. This provides students with the opportunities to work and exchange ideas with other students and colleagues in the wider research environment. In 2013 the Centre held the first Professional Doctorate in Education conference which will now be an annual event. All students on the EdD programme were invited to present. Research students are also able to present on their research as part of the Carnegie faculty lunchtime seminar sessions. All research students are invited to join the Postgraduate Research Student Organisation (PORESO). PORESO was established, and is operated by, postgraduate researchers. They support new and existing postgraduate researchers by providing them with opportunities to network and cross-fertilise ideas and critique each other's work, work collaboratively across similar fields and also across disciplines. PORESO acts as a platform for postgraduate researchers to debate and represent views and issues, and helps in the organisation of workshops on topics from methodologies to communication and life skills.

Staff are conscious of the need to continually enhance the employability of research students aligned to Unit 25, including supporting them post-award with bid preparation, research dissemination and collaborative writing. Aside from the CV building activities outlined above, where appropriate, research students are offered the opportunity to teach on institutional programmes and are linked to academic colleagues able to give advice and support to develop their teaching skills. All students who undertake teaching, unless otherwise qualified, are required to undertake the University's 'In at the Deep End' – a three day training programme for new teachers. Finally, supervisors and the University Research Office ensure that all research students are given the opportunity to provide feedback on their experiences via the Student representatives' scheme, and student focus groups. In addition, research students are apprised of the welfare and support facilities that they are entitled to, and how they can raise complaints or appeal against decisions. These are enshrined in the research regulations and research student handbook.

c. Income, infrastructure and facilities

The faculty has a bid preparation grants programme where staff can receive seeding monies to develop bids for external funding. For these and other bids staff are also supported in their endeavours through the University Research Office which has a dedicated team responsible for supporting bids for external funding both within the UK and overseas. All staff have access to Pivot which combines the largest database of funding opportunities on the market (over 26,000 updated daily) with a three million records, researcher profile database, including profiles from Leeds Met researchers. The success of the University's investment in research is demonstrated through the following selection of grants awarded in open competition:

- (2012-13) British Council ELT Research Award: The impact of English on learners' wider lives, (£10,084)

- (2012), Institutional Case Study research for Black and Minority Ethnic Student Degree Attainment project, Higher Education Academy (£20,250).

- (2012) Developing a sustainable model for fostering intercultural understanding and building cross-cultural capability through learning in multicultural communities, HE Academy/UKCISA-funded project (£10,000).

- (2011-12) UN Trust Fund to End Violence Against Women: Towards a comprehensive strategy to end acid & burns violence against women ($461,600).

- (2011), Understanding the value of extra-curricular activities in creating graduates with impact in Education, ESCalate Subject Network for Education, (total project value £24,100).

- (2011), Promoting students' 'resilient thinking' in diverse higher education learning environments, C-SAP: Subject Network for Sociology, Anthropology and Politics (£13225).

- (2009-11) Aimhigher WY; Evaluation of WY Aimhigher Programme (£49,000).

- (2009-2010) An exploration of the link between 'possible selves' and the attainment of BME students on social science courses, C-SAP: Subject Network for Sociology, Anthropology and Politics (£28,821).

- (2007-8) Extending conceptualisations of the diversity and value of extra-curricular activities: a cultural capital approach to graduate outcomes, HEA, (£29,347).

d. Collaboration or contribution to the discipline or research base

SERL is a university wide research centre which, although primarily aligned with Education, works with colleagues in Social Work, Nursing, Global Ethics, Sociology and Politics amongst other disciplinary areas. Example of work across disciplinary boundaries include:

(2011), *Promoting students' 'resilient thinking' in diverse higher education learning environments*, C-SAP: Subject Network for Sociology, Anthropology and Politics, Caruana Principal Investigator and, Stevenson co-investigator. Total project value £13225). This project conducted research across HE and FE providers across the region, as did the project, *Understanding the value of extra-curricular activities in creating graduates with impact in Education*, (2011), ESCalate Subject Network for Education, Stevenson, Principal Investigator, Total project value £24,100). In addition, researchers collaborate on a range of research projects with other HE Institutions such as the current (2013), *Pedagogic Stratification and the Shifting Landscape of Higher Education,* Higher Education, Stevenson Co-investigator (£19,170) which was won competitively under the HEA's open call, with Professor Penny-Jane Burke from the University of Roehampton. In addition, students undertaking the Professional Doctorate in Education include those working in education related to Law, Nutrition, Occupational Therapy, Second Language Learning and Social Policy .

All staff aligned with the Unit are encouraged to build close collaborations with international scholars and our visiting professors and fellows are drawn from across the globe. Timmis, for example, has recently been commissioned to undertake CPD work on behalf of the British Council South-East Asia on Materials Development for Language teaching – 2 x 3 day courses, one in Bangkok (2011) and one in Hong Kong (2013). The internationalisation of HE strand of SERL, led by Caruana, has worked with a wide range of UK universities in developing their policy, strategy

and practice in internationalisation including Queens, Belfast; Liverpool; Durham; Newcastle; Nottingham Trent; Sheffield Hallam; Sussex; Wolverhampton and Worcester. Caruana was recognised for her contribution to her disciplinary area when she received an Endeavour Executive Award (2011). The scholarship involved collaboration with University of Melbourne, Victoria University and University of South Australia. In addition Caruana is adviser to the HE Academy's 'Internationalisation Change Programme' supporting institutional teams in developing and driving forward their change initiatives, whilst Stevenson sits on the HEA 's BME degree attainment 'Strategic Development Grants' advisory group.

Staff are also encouraged to fully participate in scholarly organisations and those networks and fora designed to build collaborations between researcher and external practitioners.

- Stevenson, for example sits on the Governing Council of the Society for Research into Higher Education, a UK-based international learned society concerned to advance understanding of higher education, where she is also a member of their Research and Development Committee and co-convenor of the Access and Widening Participation network.

- Timmis sits on the editorial panel of TESOL Quarterly and is a member of the IVACS research group (Inter-varietal Applied Corpus Studies Group).

- Brock was a member of the Executive for TACTYC (2006 – 2010); activities included marketing officer, conference organiser; involvement in colloquiums; advocacy and lobbying.

- Murphy is a Board of Director Member of the International Center for Service Learning in Teacher Education, Duke University, USA.

- Caruana contributed to the recent ESRC grant-funded international symposium *Global Citizenship Curriculum in Higher Education: Evolving Policy and Practice and a Future Research Agenda,* Hong Kong, 8-10 December, 2013.

Finally, the Centre funds seminars and events made publicly available to non-academic users, for example the widening participation seminar series (2010-12) included those working to support students to access higher education from across the region; the SERL event 'Researching and Promoting Social Justice in and through Education' included teachers and other practitioners (see http://socialjusticeedu.wordpress.com/).