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| <p>Institution: Bishop Grosseteste University</p> <hr/> <p>Unit of Assessment: UoA 25 Education</p> <hr/> <p>a. Overview</p> <p>Bishop Grosseteste University (BGU) is a small, specialist higher education institution and GuildHE/Consortium of Research Excellence and Training (CREST) member originally founded in the 1800s as a teacher training college. With a now expanded and more diverse portfolio, education remains a principal focus for the majority of its 1800 undergraduate and postgraduate students and 63.5 full and part-time academic staff (e.g. Education Studies, Early Childhood Studies, Special Educational Needs, Initial Teacher Training and Education). BGU's research strength lies not only within the field of Education (UoA 25), however, but includes English Literature and Language (UoA 29) and History (UoA 30). As one of Britain's newest Universities (December, 2012), BGU has a developing research trajectory with a research strategy linked to research-informed teaching and learning and a research-informed curriculum.</p> <p>Educational research at BGU has been and continues to be a strategic priority for the institution since 2000 and its initial success was realised with BGU's first-time entry into RAE 2008. As with all other areas of strength, educational research at BGU is centrally organised and co-ordinated through the new Centre for Educational Development and Research (CEDaR) established in 2011 and situated within the equally new Students and Academic Engagement Hub. Further responsibility for the organisation and management of educational research resides within the School of Culture, Education and Innovation (SCEI) and the School of Teacher Development (TD), the institution's two main academic units. Educational research, alongside all other fields as a whole, is promoted through the institution's Corporate Plan and research strategy and is directed by the Head of Educational Development and Research (Professor) with support from the Head of Doctoral Studies (Professor), one Reader, and two Deans of School and reported through the appropriate committee structures to Senate. BGU's commitment to the advancement of educational research is further evidenced through its developing research infrastructure, staff promotions policy (Professorship and Readership), sabbatical leave scheme, research support fund and the distribution of other research income including QR funding from RAE 2008. BGU has entered six staff into UoA 25 Education and four other colleagues elsewhere as indicated above.</p> <p>BGU continues to broaden the base of research active staff in a fair, inclusive and appropriate manner. As a direct result, BGU has witnessed increased levels of research and scholarship leading to a wider range of professional and academic output including conference proceedings, articles and texts aimed at a professional as well as academic audience, increased grant capture from a variety of sources (e.g. charitable trusts and, more recently, the Research Councils and the EPSRC in particular), the introduction of doctoral programmes in association with the University of Leicester (EdD and PhD), and the growth of national and international collaborations and network links. BGU has recently made a number of key, strategic appointments to consolidate, enhance and take forward its overall educational research agenda and review its research aspirations overall. The University currently has two operational Professors and one Reader, all entered into UoA 25 Education.</p> <hr/> <p>b. Research strategy</p> <p>All research at BGU is valued for its intrinsic as well as extrinsic significance and the benefits this brings. Educational research in particular increasingly drives how BGU thinks and operates as an institution from stimulating innovation in teaching and learning and curriculum development to more theoretical, philosophical and ideological perspectives, thereby pushing back the boundaries of knowledge as well as changing lives. Its success in educational research is evidenced by a range of outcomes including representation and published output nationally and internationally, a successful RAE entry in 2008, increased grant capture, and a strong research endorsement for its new doctoral programmes from the QAA in 2009. Educational research increasingly legitimises what BGU is and does and gives the institution distinctiveness within an increasingly research-</p> |
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Environment template (REF5)

intensive and competitive sector. During the lifetime of the current assessment period, BGU's Corporate Plan set out to embed a shared sense of purpose, direction and research identity and to extend and enhance the research profile of the institution, thus maintaining BGU's status and position within the Higher Education sector. Similarly, and during the lifetime of the current assessment period, BGU's research strategy aimed to:

- support academic staff and students to progress as researchers and to deliver a programme of researcher development training aligned to the Vitae framework (including helping academic staff and other candidates towards the completion of doctoral level qualifications, to deliver research outputs such as conference presentations, journal articles, monographs, edited books, research reports, and so on);
- build a more coherent and collaborative research culture within BGU and develop a stronger institutional research profile nationally and internationally (including promoting the BGU research seminar series and other development opportunities to academic staff in order to enhance their appreciation of research, supporting staff involvement in networks such as the GuildHE/CREST initiative, actively seeking and developing research partnerships that are aligned with strategic research activity, taking forward initiatives to secure competitive grant capture to support research activity, and appointing academic staff who are research active and qualified to doctoral level);
- develop and strengthen staff and student research within the BGU curriculum portfolio (by embedding research-informed teaching and learning within its modular programme portfolio, further developing enquiry and research skills at undergraduate and postgraduate level, and developing and extending master's and doctoral provision by building upon existing discipline strengths as appropriate);
- promote research that has an impact beyond the academy which delivers economic, social and cultural benefits (ensuring researchers consider how their research will have benefit, ensuring clear dissemination strategies, and developing a clear web presence to highlight research which has societal benefits as part of BGU's message to stakeholders).

The overall size of BGU's entry into UoA 25 Education is commensurate with the size of institution, and its provenance. The success of the research strategy and investment in research infrastructure is also evidenced in increasing numbers of colleagues working across education engaged in external examining (B-, M- and D-level), committee membership and consultancy, research active staff giving keynote presentations, and staff undertaking editorial work and reviewing for journals.

By way of a vision for 2015, BGU expects to see measurable differences in its educational research activity as a result of its internal investment, research strategy and recruitment policy. Around 20-25 students are expected to be engaged in doctoral study (EdD and PhD) and plans to extend BGU's own master's level provision in education will be well-advanced. The proportion of staff holding doctorates is expected to have increased and research-informed teaching and learning will be more evident within the curriculum. Professors and Readers in education will continue to induct and mentor new and advanced educational researchers and to operate strategically in other ways. Externally, further collaborative research partnerships will be established with HEIs and other partners and income generation in relation to educational research projects is expected to increase. Deans of School (SCEI and TD), in collaboration with CEDaR, will be responsible for aligning their School Business Plans with the research strategy and for producing a planned set of annual educational priorities for their areas which will address the strategic directions it describes.

c. People, including:

i. Staffing strategy and staff development

BGU is entering 6 staff into Unit 25 Education. The institution resources an outstanding infrastructure and environment for educational research and continual professional development by virtue of its corporate plan, research strategy, teaching and learning strategy, and various sources

of support funding, promoting innovative and effective research activities through CEDaR and its two academic Schools. BGU strives to build capacity in size, breadth and interdisciplinarity within the research community and develop further its national and international collaborations with other researchers, professional groups and research stakeholders. All academic staff are encouraged to participate in the University's staff development and seminar programme to support the development of their scholarship and research skills. Recent events have included work on academic writing, conferencing and getting published, the institutional ethics framework and processes, Twitter for academics, problem-based group-learning, research informed teaching, SPSS and NVIVO, and doctoral supervision training.

All academic staff at BGU are mentored to undertake scholarly activity and research which is monitored and progressed by individual research profiles and its annual appraisal system. Teaching is adjusted to take account of the needs of particular research or writing activities and doctoral level study as appropriate. The academic staff group is also mentored to aspire towards their research being made available through seminars, conference papers and other forms of academic output. In addition, all academic staff are encouraged to join the Higher Education Academy (HEA) and to use the research facilities available through that organisation. All new staff meet with the Head of Educational Development and Research as part of their induction process to identify their research interests and to outline a programme for development. The University's staffing strategy for academic appointments is now to raise the academic credentials required for new posts. This is a shift in focus from a position which prioritised professional experience, largely from working in schools and colleges, to achieving a more balanced staffing profile. The University's desire to increase the number of doctoral qualified academic staff has also been supported by a generous scheme which currently offers financial assistance to all academic staff on doctoral study and all staff may attend the doctoral masterclass seminar series. Since January 1, 2008, BGU has recruited 6 new colleagues with doctoral level qualifications (3 EdD and 3 PhD including one Professor). Over the same period, 5 colleagues registered as part-time staff candidates have completed doctorates (2 EdD and 3 PhD). Similarly, 10 have registered for the first time (7 EdD and 3 PhD) of whom 7 are registered with BGU itself (degrees awarded by Leicester).

ii. Research students

As a measure of its growing research profile, impact and esteem, BGU, with research degrees awarded by the University of Leicester, attracted its first doctoral students (PhD) in the 2009-10 academic year with the award of three internally funded research studentships (the one student completing, now a full-time member of academic staff, was examined successfully in 2013). The following year, and as a result of BGU's 2009 QAA inspection, doctoral research provision received a commendation with specific reference to its "thorough and well conceived plans ... a feature of good practice." PhD recruitment has since attracted two internal staff-candidates. In the 2011-12 academic year, and following validation by the University of Leicester, BGU started its own EdD programme with 17 students registered to date: 5 in the first year and 6 in the second year of the taught phase and 6 in the first year of the thesis stage (6 EdD candidates are BGU staff).

Training in line with current proposals and recommendations (e.g. Vitae's Researcher Development Framework) is provided jointly by BGU and the University of Leicester. All research students have access to study, library and computing facilities in the University. BGU also provides training in presentation and publication skills and wider career development, and offers significant financial support for conference presentation, fieldwork expenses and equipment costs. New supervisors undergo systematic training in supervision and examination. Doctoral work is reported and monitored via BGU's Doctoral Programmes Committee, Research Students Committee and, ultimately, Senate.

Doctoral study is recognised as crucial in building research capacity and capability and realising personal, professional and institutional potential. The research strategy identifies a target number of about 20-25 doctoral students by 2015. The University has RDAP as a medium term goal and is working towards meeting the QAA criteria for RDAP as it repositions itself as a fully autonomous

institution. BGU's relationship with the University of Leicester is very positive and continues to build on the historical relationship between the two institutions.

c. Income, infrastructure and facilities

Income from educational research has grown, particularly in recent years with strategic appointments and towards the end of the assessment period. BGU's most successful externally funded project is the Management of Small Higher Education Institutions Network (MASHEIN), which began as a HEFCE-funded Good Management Practice Project in 1999. Bishop Grosseteste University remains the lead institution for this project. The aim of MASHEIN remains to explore the management of small institutions and their place in the wider higher education sector, to facilitate the interrogation of national issues from a small HEI perspective, to support the existing diversity of the sector, and to provide small HEIs with access to expertise, innovative organisational development processes, and appropriate transformative activities. MASHEIN is now funded by the Leadership Foundation for Higher Education and the network comprises 40 member institutions from across the UK including the GuildHE. MASHEIN currently receives approximately £89,000 per annum from the Leadership Foundation to support its activities. Significant income from the EPSRC has also been generated through the appointment and efforts of the Head of Educational Development and Research (see Professor Chris Atkin below).

In terms of infrastructure and facilities, BGU now boasts a newly extended and refurbished library incorporating a wide variety of study environments (social, group, quiet, silent), computing facilities and associated services and equipment which supports educational research and other research fields. Library holdings include approximately 135,000 print resources as well as a wide variety of electronic materials with subscription access to over 10,000 full-text journals, 125,000 e-books, and a vast selection of individual journal articles. A multitude of open access resources are also provided via *WorldCat*, the library's resource discovery tool and library catalogue. In June 2013, BGU Library Services became the first library in the UK, and only the second in Europe, to introduce OCLC's flagship cloud-based library management system, *WorldShare Management Services*. The library maintains two special collections: the Teaching Resources Collection (approximately 24,000 items including children's resources) and the Lincolnshire Collection (approximately 2,000 items pertaining to the surrounding county). The library is staffed by a dedicated team of information professionals who offer specialist support to students at all levels and stages of study in person, by phone and online.

Educational research, and research in other fields at BGU, is also supported by a strong and dynamic e-learning team. One of the primary roles of the e-Learning team at BGU is to provide a Virtual Learning Environment (VLE) that supports learning, teaching, and assessment and which is the focus of research itself. *Blackboard Learn* is one of the core technologies that make up the VLE. Another core component of the VLE is the *Learning Objects Campus Pack* software which provides rich wiki and blog tools used in both formative and summative assessment of students at a variety of levels as well as hosting the *Development and Career Plan e-portfolio*. This work has been supported, in part, from consultancy won in grants from the *Changing the Learning Landscape Project*, a collaboration between the Leadership Foundation for Higher Education, the HEA, JISC, ALT and the NUS. The e-Learning Team also supports virtual spaces used for the collaboration and communication of research projects and developing methods and tools for digital dissemination including a *BookEye Scanner*. Additional software includes SPSS, NVivo and a subscription to the *Bristol Online Survey* tool. In addition, the e-Learning team provide opportunities for staff development and the enhancement of digital literacy.

CEDaR itself also contributes to the infrastructure and facilities as described above, with one focal point being the regular programme of education-focused research seminars to which all staff and research students are required to contribute and attend. A Research Support Fund is also available to all staff to bid for research assistance. Regular *Bulletin* entries (electronic portal) provide a means of communicating research activity across the institution and notify staff of external research funding and other research opportunities.

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The structures identified above, together with a growing postgraduate student community in education and the involvement in a wide range of staff supervising undergraduate and master's level research projects, have led to a growing research culture across the institution and within the two academic Schools. Many more staff are now involved in collaborative research with stakeholders including schools, colleges, HEIs and others which should result in increased publication levels over the next assessment period. As a result, the institution gains from knowledge exchange within a growing yet thriving University community.

d. Collaboration or contribution to the discipline or research base

Presented by group and individual activity focusing on those submitted to Unit 25 Education.

Groups:

BGU has a number of established educational research collaborations in place and these are increasing year on year as part of the institution's repositioning as a more research-engaged and informed institution. Since 2009, for example, BGU has been a member of the GuildHE Consortium of Research Excellence Support and Training network (CREST). CREST, jointly funded by HEFCE (until 2012) and participating institutions, exists for all specialist higher education institutions that have achieved high levels of research excellence concentrated in smaller communities of research practice in order to:

- create a collaboration of equal partners seeking to achieve research excellence through collegiality and mutual support;
- build research capacity within these participating institutions and secure research critical mass together with the retention of diverse learning environments;
- provide an external structure for the delivery of the research objectives of members and the promotion and promulgation of the research they produce.

CREST initiatives include doctoral support and training, a research seminar series and work leading towards the publication and dissemination of GuildHE/CREST texts (e.g. *What is research-led teaching? Multidisciplinary perspectives* co-edited by Professor Sharp – see below). BGU's membership of CREST has been significant in supporting and informing its development.

BGU is also part of a group of European Universities involved in the European Commission's 7th Framework Programme research project titled '*Creative Little Scientists: Enabling Creativity through Science and Mathematics in Preschool and First Years of Primary Education*'. The collaborative partners include the Institute of Education, the Open University, the University of Eastern Finland, Artevelde University College in Belgium, Goethe University Frankfurt, the University of Minho in Portugal, the National Institute for Laser, Plasma and Radiation Physics in Romania, the Université de Picardie Jules Verne, France and the University of Malta. The project is led by academics from Ellinogermaniki Agogi in Greece. This work is on-going and will result in output for the next assessment period. Similarly, and as part of the RCUK *Bridging the Urban Rural Divide* call in 2010, BGU is leading on *Work Package 2 (Community Engagement)* on the *Rural Hybrid Energy Enterprise Systems* research project. This three year research project (funded by the EPSRC) is a multi-disciplinary project involving academic colleagues at the University of Nottingham, the University of Birmingham, the University of Leicester, the University of Loughborough, Manchester Metropolitan University and Liverpool Hope University.

In development for the next assessment period, BGU has already established *The Writing Project* research programme, a collaborative venture involving an education-based writing research cluster at BGU and colleagues at Rhode Island College who lead the *Rhode Island Writing Project* which was established in 1985. Work is also progressing towards the establishment of a BGU Spirituality research group with national partners including the University of Hertfordshire, the University of Winchester, and Liverpool Hope University, and internationally with colleagues at the Australian Catholic University, focussing on aspects of children's spirituality.

Extending from the previous to the current assessment period, and now completed, was BGU's *National Primary Science Survey* involving 303 teachers from 206 schools across England. The purpose of the National Primary Science Survey was to obtain information concerning perceptions of National Curriculum science from primary head teachers, science co-ordinators and class teachers across the country. This information was used to inform curriculum debate and policy at the highest level and to identify what steps might be taken to better science education provision. The project itself, while funded internally by SCEI at BGU, was a collaborative venture involving the universities of Hull, Sheffield Hallam, Liverpool Hope, Bath Spa and Exeter. The *National Primary Science Survey* was directed by Professor John G. Sharp. Over the current assessment period, outcomes included the development of a *Science Curriculum Evaluation Questionnaire* and articles published in professional and international journals (within main submission). The project also led directly to the award of a master's scholarship at Exeter University for the project's research assistant, a former graduate of BGU. The project has since attracted interest from universities in the West Indies and Qatar.

Individuals:

Professor John G. Sharp

Over the duration of the assessment period, Professor Sharp led research including the National Primary Science Survey (articles presented as part of the main submission) and the introduction of doctoral programmes at BGU. Focusing now on the latter, as research capacity building continues, Professor Sharp supervises BGU's first and second cohorts of PhD and EdD candidates. As an integral part of this role, Professor Sharp represents BGU as a member of the GuildHE CREST network, the National EdD Managers' Network (Leicester University), and the UK Council for Graduate Education (UKCGE). He has led in-service training on doctoral supervision and examination for staff internally and has examined externally (nationally and internationally). During the assessment period he has served on the Executive Committee of the British Education Studies Association (until 2009) and co-founded, designed and edited the web-based journal *Educational futures*. He remains a member of the editorial board of the prestigious *International Journal of Science Education* (UK-based) and until 2012 was elected international member of the editorial and manuscript review board of the *Journal of Science Teacher Education* (US-based). Professor Sharp is currently academic advisor on the *Leadership, Management and the Part-time Doctoral Experience for 'Second Career Researchers'* project based at University of St. Mark and St. John (£10,000, Leadership Foundation for Higher Education). He was recently appointed Adjunct Professor at Charles Sturt University (CSU) and winner of two CSU RIPPLE travel awards to conduct research with Dr. Brian Hemmings on the Lecturer Self-efficacy Project (presented as part of the main submission and as an Impact Case Study) and Student Engagement Project (currently underway). Professional publications as books in the SAGE/Learning Matters series have sold over 110, 000 copies since first published in 2000, 50,000 copies in the assessment period (reaching about one-third of all students undertaking primary teacher training in any given year).

Professor Chris Atkin

Professor Atkin is a Fellow of the Royal Society for the encouragement of Arts, Manufactures and Commerce, a Fellow of the Royal Anthropological Institute, and a Fellow of the Higher Education Academy. He is an international editorial board member of *Academic Research International* and reviews for several others. He acts as external examiner for the University of Hong Kong (Diploma in Adult and Continuing Education) and the University of Wales, Newport (PCET). He has been the international nominee for doctoral examination at the Islamic University of Bahawalpur, Pakistan, the University of Dhaka and University of Hong Kong. He is a PhD external examiner at the University of Nottingham and Anglia Ruskin University. Professor Atkin has been invited to and given keynote presentations around the world including Germany, India and China. He acts as an education 'subject specialist' on the Hong Kong Council for Academic Accreditation and Endorsement. His grant income over the assessment period is in excess of £3.5 million from the EPSRC, the British Academy/Leverhulme, the ESRC, the Department for International Development, Lincolnshire County Council and the Liverpool Policy Authority, and the Rotary Club.

Dr. Kate Adams (Reader in Education)

Dr. Adams' research focuses on children's spirituality and children's spiritual voices contextualised in schools' legal requirement to promote the spiritual, moral, social and cultural (SMSC) development of children (presented as part of the main submission and as an Impact Case Study). Three grants totalling £38,000 have supported the work: £7,500 from the Farmington Institute of Christian Studies at Oxford University, a £30,000 PhD scholarship from the University of Glasgow, and £500 from The Keswick Hall Trust, University of East Anglia. Dr. Adams currently serves on the executive committee of the *International Association of Children's Spirituality* and was Secretary for the International Association for the Study of Dreams from 2010-2011 after serving as a Director since 2007. She sits on the editorial board of the *Journal of Religious Education* and is editorial consultant to *REsource*, the professional journal of the National Association of Teachers of RE. Dr. Adams referees for several international journals. She is currently external examiner for the EdD programme at Staffordshire University and has recent doctoral examination experience at the Open University (EdD) and the University of the West of England (PhD).

Dr. Olivia Sagan

Dr. Sagan's research explores the interface of education, learning and mental illness through the analysis of biographic narrative data. She is particularly interested in using Kleinian and Bionian psychoanalytic theory to investigate how individuals incorporate new knowledge into their narrative identity and how narrative work then enables further apprehension of learning in various educational settings. She is currently working on the book *'Connection and Reparation: Narratives of Art Practice and Mental Well-being'* to be published next year by Routledge. Grants for this work have come from the Arts Council England, 2010, University of the Arts London, 2010-11, South London and Maudsley Charitable Trust, 2011, and Bishop Grosseteste University itself, 2013. Dr. Sagan has also conducted an independent evaluation of the learning of coaching techniques used in the management of long-term illness funded by Norfolk and Suffolk PCT (2011-12), and was the PI in the evaluation of the Arts Council Gold Award for Widening Participation in Educational Programmes 2009-10. A Chartered Psychologist of the British Psychological Society, Dr. Sagan holds a PhD in Education that won the 2009 Director's prize for Best Doctoral Research at the Institute of Education London. She is a Fellow of the HEA and external examiner for Middlesex University Counselling Certificate for Children and Young People. Olivia currently supervises one PhD student at UCL and is joint supervisor of a second at the Chelsea School of Art, University of the Arts London.

Carol Callinan

Carol Callinan is an early carer academic who joined BGU while writing up her doctoral study in 2012. Her research focuses on how children develop their scientific ideas from a multimodal perspective. This research is contextualised in the classroom environment and adopts a new and innovative multimodal, task based approach which incorporates dialogic teaching protocols within a multiple method framework. Carol is a member of the British Psychological Society (BPS) and a member of the European Science Education Research Association (ESERA), has an Editorial position on *ReflectEd*., *St Mary's University College's Education Journal*, and was a member of a consultation workshop held by the Department for Business, Innovation and Skills which explored the ways that the objectives of the Science and Society programme could be implemented. Carol is currently undertaking a small-scale research project with QSR international (£1,500) which explores how pupil progress is tracked in primary and secondary schools. Carol's thesis has now been submitted and defended.

Elizabeth Hopkins

Elizabeth Hopkins' research interests focus on accessing pupil and student voice, effective teaching and learning in schools, the use of digital media technology in education and vocational education as a means of re-engaging disaffected pupils. She examines externally at Bath Spa University (Education Studies) and the University of Bedfordshire (Education Studies). Elizabeth Hopkins is a member of the Higher Education Academy and the British Education Studies Association.