

Institution: University of Winchester
Unit of Assessment: C25 Education
<p>a. Overview</p> <p>UoA25 comprises two Faculty-based research centres and two University-wide centres. In the Faculty are the Centre for the History of Women's Education (CHWE) and the Centre for Professional Learning and Teacher Education (PLATE). PLATE includes research clusters (i) Modern Liberal Arts (MLA) (ii) Early Years and (iii) Medical Education. The University-wide centres are the Learning and Teaching Development Unit (LTDU) and the Centre for Real World Learning (CRL). Six Professors, three Visiting Professors, a Reader, and four Visiting Fellows provide research leadership. The Faculty Research and Development Team (RDT) supports funding bids, research projects, and organises seminars and workshops. Financial support for research development is provided for staff; and UoA25 and University training, seminars, workshops and expenses support PGR student development. The Faculty Research and Knowledge Exchange (RKE) committee oversees research strategy, ethics, and disbursement of devolved HEFCE QR funds and reports to the University RKE Centre, which oversees university research strategy, governance, funding, infrastructure and PGR students. Developments in the research environment since RAE 2008 reflect the University's commitment to continued enhancement of research in its Mission Statement.</p>
<p>b. Research strategy</p> <p>1 RESEARCH STRATEGY 2008: ACHIEVEMENTS</p> <p>UoA25 achieved RAE2008 strategic priorities across the UOA by (i) strengthening research leadership via the professoriate (ii) emphasising capacity building for staff and PGR students from a range of backgrounds; (iii) adhering to the Concordats to Support the Career Development of Researchers, and Research Integrity, the University Code of Conduct for Research and the RKE Ethics Policy; (iv) playing a full part in Guild HE CREST (Consortium for Research Excellence, Support and Training); and (v) fostering collaboration, while the Faculty's inter-professional expansion fostered an increasingly interdisciplinary research environment.</p> <p>To achieve specifically in relation to RAE2008 strategy 1 (<i>to further develop cross-professional work and research into learning and teaching in the two research centres; PLATE and CHWE</i>), both centres drew staff and PGR students from all Faculty departments and built external collaborations (see section E). PLATE now includes research in medical education, social work education, museum education, childhood youth and community, and Early Years in addition to teacher development research. <i>Consolidating the research cluster in Philosophy of Education</i> (RAE2008 strategy 2) included the development of research to retrieve modern liberal arts (MLA) and research on Inclusion. <i>Identifying new initiatives around 'the professional'</i> (RAE2008 strategy 3) drew LTDU and CRL into UoA25. LTDU's research on student experience recognised that professionalism in education includes students as researchers as well as researched and has been enriched by cross-disciplinary perspectives. CRL's research has <i>engaged external policy and professional users and academic communities in knowledge transfer</i> (RAE 2008 strategy 4), while new medical education research now includes Local Authority and Health organisation funding. <i>In increasing external funding to develop the research infrastructure and the employment of staff on contracts which include both lecturing and contract research</i> (RAE2008 strategy 5), UoA25 followed the Research Concordat and funding supported a wide range of UoA25 research (section D.1), which <i>enabled engagement with external policy, professional, and academic user communities</i> (RAE2008 strategy 5). The EdD, and a range of funding support (see section C.1), provided structured <i>research opportunities for staff transferring from senior positions outside academia, or moving to the Faculty as second careers</i> to bring their professional expertise to UoA25 research environments. (RAE2008 strategy 6). <i>To increase the number of PGR studentships</i> (RAE2008 strategy aim 7) the University funded five UOA25 full-time research studentships (see section C.2) and the UoA added external subject-expert supervisors to supervisory teams in in developing areas.</p>

2 RESEARCH STRATEGY: ADDITIONAL DEVELOPMENTS SINCE 2008

UoA 25 has changed significantly since 2008, with the expansion of the Faculty increasing the scope and range of UoA25 research in PLATE and with the addition of CRL and the LTDU. The retirement of senior academics and the employment of new staff made equalities and diversity in research development a major priority. The RDT and the Professoriate worked to further develop sustainability, capacity and capability for established, mid-career and early career researchers. New staff collaborated with more established academics on bids supported by the RDT. Membership of the Educationcommunities network was funded (i) to scale-up research projects into the national and international arena by providing links across institutions, (ii) to increase potential for collaboration, and (iii) to foster impact for the smaller-scale research undertaken by UoA25 early career researchers.

CHWE, commended in RAE 2008, continued to thrive as a small group of active researchers, led by a professor (Goodman) and reader (Spencer), with the addition of visiting national and international fellows. CHWE researchers delivered papers and keynotes nationally and internationally, received invitations to contribute to international publications, reviewed papers, articles and book proposals, published collaboratively and as single authors over the REF period, are editorial board members, and have delivered public lectures to non-academic audiences (e.g. schools, Women's Institute, Mothers' Union). In addition to regular CHWE seminars with invited speakers, CHWE ran an ESRC funded collaborative seminar series and organised the 2012 History of Education Conference which drew international plenary and strand speakers (see section E for CHWE's extended international focus). Advisory work at Manchester Girls' High School and Wycombe High School for Girls growing from CHWE research resulted in the schools' successful HLF bids to conserve and list their archives, and to reach out to other schools and the community. CHWE members liaise with the British Federation of Women Graduates (BFWG), oversee strategy for the BFWG's Sybil Campbell Special Collection (SCC) deposited at the University, and organise both the SCC public lecture and seminar.

Within **PLATE**, the **Philosophy of Education Cluster**, led by the Professor of Philosophy of Education and Philosophical Thought (Tubbs) built on existing strengths by developing research and teaching in modern liberal arts, highlighted in *Times Higher* and at conferences in Canada, Belfast and Israel. MLA capacity building is through a new MA MLA, weekly seminars for MLA and Education Studies masters' and PGR students and a University studentship. An additional Professor of Education (Pring) with a philosophy of education focus that complements both MLA and Inclusion, forms part of philosophy research-capacity building. The **PLATE Early Years Cluster** developed substantially with collaborative research and policy advisory work launched at Winchester between the BERA SIG and TACTYC (the Association for the Development of Early Years Practitioners) whose chair (Payler) is located at Winchester and has participated in policy discussions (NCTL, Brussels) and will co-facilitate the Higher Education Academy (HEA) Education Subject Centre's Early Years online webinar (December). PLATE organises cross-departmental Early Years discussions, funded links with Reggio Emilia (Italy) and organised an International conference on Reggio Emilia philosopher (Malaguzzi) involving keynotes from Icelandic and Scandinavian speakers. The Early Childhood Action (ECA) launched the Unhurried Pathways Framework for Early Childhood at ECA's 2012 inaugural conference at Winchester, where keynotes included Susan Greenfield. The more recent **PLATE Medical Education Research Cluster** is being enriched by Visiting Fellow (Scanlan) and four Visiting Professors (Coles, Lyons-Maris, Meads, Rickenbach), who advise and liaise on non-clinical medical education, in addition to medical education fellows, who have presented their research internationally.

LTDU's externally funded collaborative projects led by Senior Research Fellow Jessop (e.g. TESTA - Transforming the Experience of Students Through Assessment, and FASTECH - Feedback and Assessment for Students with Technology) have been disseminated nationally and internationally and in the University at Learning and Teaching development events and regular Learning Lunch seminars. A new professorial appointment (Gibb) will extend research on student

engagement. The RDT team's Learning and Teaching Research Fellow (Lawrence) works on LTDU funded projects with the LTDU-located research team.

CRL's national and international profile, led by two professors, (Claxton, Lucas) builds on commissioned work (section D.1) linking policy makers and practitioners and leading to publications, and international keynotes and visits, increasingly around vocational education. CRL's externally sponsored network (<http://www.expansiveeducation.net/>), contributes to UoA25 capacity building by facilitating teachers to undertake action research and publish.

3 RESEARCH STRATEGY 2013-(FIVE YEAR STRATEGY)

Consonant with the University Mission Statement and Strategic Aim To Advance Knowledge, strategic priorities include to further develop areas of research strength, support the growth of the newer areas of investigation and ensure a sustainable funding strategy, through:

- (1) Professors and Fellows: to enrich the research environment through the continued leadership, participation and appointment of research professors and fellows.
- (2) CRL: to further develop research and impact in the area of vocational education
- (3) LTDU: to develop research and the application of that research into student engagement with assessment and programme development
- (4) CHWE: to enhance the international profile of CHWE through collaborative funded research projects and to engage with international debates around the historiography of women's education
- (5) PLATE MLA: to build on MLA research nationally and internationally by both established researchers and by mentoring early career researchers
- (6) PLATE Medical Education, Early Years, Inclusion: to support the newer research areas
- (7) Educationcommunities: to participate actively in the educationcommunities initiative to expand the geographical range of research projects, and contribute more substantially to policy makers and current educational debate
- (8) Collaboration: to increase the number and range of collaborative research bids in order to secure an increase in external funding and enrich the research environment
- (9) Impact: to recognise, maximise and track the social, cultural and economic impact potential of all UoA25 research projects
- (10) Postdoctoral and Postgraduate: to build post-doctoral research and research studentships into external bids (see section C2).
- (11) Funding: to develop in conjunction with University RKE Centre a policy for utilising internal research funding to support, sustain and extend the range of research within UoA25.

c. People, including:

i. STAFFING STRATEGY AND STAFF DEVELOPMENT

The staffing strategy underpins the 2013 UoA25 research strategy so that expertise professionals bring into academia is valued. The University's commitment to research ensures through the workload model that (i) all staff have 400 hours research and scholarship contracted time (pro-rata) for research and (ii) recognises additional internally and externally funded research activity.

To provide equal opportunities for research, in line with the University's Equalities and Diversity Policy, development of research skills is supported through UoA, Faculty and University workshops, staff development review, the EdD, and by professors and readers leading research in their areas of expertise. Faculty and UoA25 funding supports conference attendance, research expenses and fee waivers for staff undertaking MA, EdD and PhD study.

To further develop research, from autumn 2013 leadership has been distributed across: (i) Head of Research (ii) UoA REF Strategy and Development and (iii) Head of Postgraduate Research. In line with the five year research strategy:

- (1) Professors and Fellows: In addition to two full-time Professors (CHWE, Goodman, PLATE MLA, Tubbs) and a full-time Reader (CHWE, Spencer), UoA25 provides research

leadership through part-time professorial appointments (CRL, Claxton and Lucas), PLATE Philosophy, Pring; LTDU, Gibb), through Visiting Professors in the newly developing areas (Early Years Leach, P; Medical Education, Coles, Lyons-Maris, Meads, Rickenbach), and fosters enrichment through Visiting Fellows (CHWE, Jacobs, Leach, C, Kisby; PLATE Medical Education, Scallan). Professorial and Reader applications are encouraged through staff development review and form part of UoA25's research development strategy.

- (2) CRL: CRL's established professorial staff will mentor new researchers as part of CRL's succession planning and expansion.
- (3) LTDU: The new professorial appointment (Gibb) will strengthen research expertise in student engagement.
- (4) CHWE: One additional international Visiting Research Fellow will extend the reach of CHWE's research and grow CHWE's international networks.
- (5) PLATE MLA: PLATE MLA will be enhanced by the completion of two current research projects.
- (6) PLATE newer research areas (medical education, Early Years, and Inclusion): (i) The RDT Senior Research Officer has responsibility for leading and working on medical education research drawing on her expertise in this field; (ii) the RDT Learning and Teaching Fellow also brings her Early Years expertise to join staff across departments engaging in Early Years research, including the links with BERA/TACTYC; (iii) research in Inclusion is being enhanced by international self-funded research students and visiting researchers and a new inclusion pathway within the Education Studies Integrated Masters degree will support further staff appointments.
- (7) & (8) Collaboration and Educationcommunities: In UoA25 collaboration will be progressed through continued funding of founding membership of Educationcommunities (and designated responsibility for the initiative) to facilitate academics to extend their research into a wider geographical area and to find collaborative research partners. Additionally, to aid both collaboration and dissemination, UoA25 and Faculty funds will continue to support staff conference attendance nationally and internationally. Collaboration will also be enhanced via the University data repository, which will operate for the REF 2014-2020 cycle.
- (9) Impact: A member of the RDT team has designated responsibility (i) to ensure impact strategies are included in all bids, and are monitored and evaluated and (ii) that impact is embedded in the research workshops for colleagues new to research or writing research bids.
- (10) Postdoctoral and Postgraduate: When the RDT searches for funding opportunities and overviews staff research interests when putting together research teams, larger funding bids will include postdoctoral and postgraduate researchers alongside well-established and early career researchers, in line with the university commitment to the Research Concordat (section C2).
- (11) Funding: The Faculty RKE committee approves the annual UoA25 funding strategy in the context of the University RKE strategy.

ii. RESEARCH STUDENTS

CHWE and PLATE secured five university funded studentships (three completed within four years, one with a maternity-leave extension, the fourth (MLA) due to complete 2014). Of the 15 PGR completions since 2008, seven are members of staff, who were supported by timetable relief and sabbaticals. Staff examined doctoral theses (CHWE at the Universities of Cambridge, Birmingham, Edinburgh, Glamorgan, London University Institute of Education and PLATE at Goldsmiths and Universities of Leicester, Liverpool Hope, University of Cape Town SA, Univ Politécnica Valencia Spain) and co-supervised (Chichester, Roehampton and Witwatersrand Universities). PGR students are fully integrated into UoA25 research environment and the University has created funded postdoctoral positions. The RKE Centre provides systematic generic PGR research training and supervisor training (via a PGCert) and oversees PGR student progression and administration. UoA25 research training in quantitative and qualitative research methods is via the MRes, EdD and Summer School, and historical and philosophical research methods via the MA Education Studies and MA MLA. All PGR supervisory teams include a Director of Study with successful doctoral

completions who mentors newer supervisors. To build supervisor capacity in new areas UoA25 funds some external supervisors and collaborates across Faculties, as for example, in growing medical education supervisory expertise. The UoA is represented on the University Research Degrees Quality Committee (RDQC) which monitors PGR student progress, the development of PGR provision and examination arrangements. All students are inducted into UoA25 provision, have a personal tutor in addition to the supervisory team, can participate in the full range of UoA25 and University seminars and workshops (see section B,2), and the University PGR annual symposium, are full members of Research Centres, can offer papers, and be included in staff research projects. PGR students seeking career change or development, or with less traditional backgrounds, are provided with support. Academic English is provided for international students by the University's English-Language Unit. Full-time funded students receive £1000 p.a. research expenses, while self-funded students have access to expenses for conferences and research materials. All PGR students may attend any staff development workshop, have access to specialised and funded media training, and may act as PGR representatives for national scholarly societies. Two CHWE staff tutored on successive ECER Summer Schools for History of Education PGR students, where two UoA25 PGR students won places by open competition. Supervisors encourage students to publish prior to completing theses. PGR students also present joint papers with their supervisors and visiting international researchers.

d. Income, infrastructure and facilities

1 INCOME

CRL is a well-established, economically self-sustaining Centre that has drawn down funding from Edge Foundation, NESTA, City and Guilds, OECD, DCSF, Esmée Fairbairn Foundation, and Creative Culture and Education. The CRL Expansive Education Network is sponsored by Pearson, Comino and the Talent Foundation. CLR funding enriches the scope of UoA25, as for example with the two-day international conference organised jointly between CRL, the Faculty, and Hampshire County Council on Rights Respecting Education. The **LTDU TESTA** Project was funded by the HEA and is now extended with a British Council Knowledge Economy Partnership award to incorporate Indian Universities, while JISC funded the LTDU FASTECH project. LTDU monies provide **PLATE** members with (i) SEED funding to facilitate new ideas (ii) WRAP (Research Apprenticeship) funding for early and mid-career researchers to employ student research apprentices, and (iii) funded student fellows who work collaboratively with academics on learning and teaching projects. PLATE achieved funding from a range of user-groups: ESRC, TA/NCTL, DCSF, Museums, Libraries and Archives South East, Esmee Fairburn Foundation, Comino Foundation, Gordon Cook Foundation, Eastleigh Borough Council, NHS Revalidation Support Team, and the Wessex NHS Deanery, which funded research and also medical education fellows annually.

2 INFRASTRUCTURE

The University RKE Centre provides the administrative centre for PGR students and the location for vivas and upgrades and services, Senate RKE Committee, Research Ethics Committee and RDQC. The Faculty RDT comprises the Faculty Head of Research, Faculty Head of PG Research, Senior Research Officer, Senior Learning and Teaching Research Fellow, and Research Administrator. The RDT provides dedicated support for funding searches, costings peer review and submission of bids, services the Faculty RKE Committee, manages applications for internal research funding and sabbaticals, Faculty RKE Newsletters (which complement University RKE Newsletters), co-ordinates annual staff returns of RKE activity, and manage workshops and seminars in addition to their own projects. The Faculty Head of Research chairs the Faculty RKE committee which monitors bids and fosters the development of the research environment, with membership including the Faculty Head of Postgraduate Research, and the UoA REF Development Manager. The committee structure fosters close working relationships between the RKE Centre and UoA25, including Senate RKE (attended by the Faculty's Head of Research and Head of Postgraduate Research), RDQC (attended by the Faculty Head of Postgraduate Research), and Senate Research Ethics Committee (attended by the Faculty Head of

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Postgraduate Research). The Faculty RDT meets regularly, as do Faculty Heads of Research, who also meet more informally but regularly with the University Head of RKE and the University Business Development Manager.

3 FACILITIES

UoA25 provides a dedicated research student room with computer and internet access together with space for Visiting Researchers and Fellows. This has supported the development of international links with Spain (three visiting researchers and a PGR) around Inclusion. Visiting Research Fellows have access to IT provision and the University Library, with online electronic services including access to 36,000 electronic journals and 57 research databases alongside e-books and standard packages, such as ATLAS ti. SPSS, and EndNote. As University Wide Centres, CRL is located physically in the RKE Centre and the LTDU research team is located within a dedicated area in University Central Services. CHWE and PLATE (Clusters) form part of wider Faculty facilities.

e. Collaboration and contribution to the discipline or research base

CHWE collaborations include the ESRC funded seminar series with the Universities of Manchester and Sussex, attended by over 80 academics, PGR students and professionals from the UK, Israel and the US. Work with the London Institute of Education led to co-authored journal and book publications. International collaborations begun as symposia at ECER and ISCHE led to the publication of *Girls' Secondary Education in the Western World* jointly with researchers at Kentucky University and the Sorbonne. International collaborations include Goodman's invitation as international member of the advisory board of the Albert M. Greenfield Centre for the History of Women's Education (Bryn Mawr, Pennsylvania) and the interdisciplinary history, education and literature collaborative project on transnational femininities with Arcadia University (Pennsylvania USA)(Spencer) which included national and international conference papers and posters and work with PGR students in the UK and US. Invited keynotes include ISCHE and History of Education Society Annual Conferences. CHWE members served as secretary to the International Standing Conference for the History of Education, president, secretary, treasurer and PGR representative on the History of Education Society executive, and on the Postgraduate Awards Panel of the British Federation of University Women. CHWE membership of editorial boards includes Winchester University Press, *History of Education*, *Women's History Review*, *Journal of Education Administration and History*, *History of Education and Childhood* (Italy), and *History of Education Review* (Aus/NZ), plus refereeing for *Paedagogica Historica*, *History of Education Quarterly* (USA) and *Twentieth Century British History*.

The **PLATE Philosophy Cluster**, includes the winner of the Universities' Young Thinker of the Year (2010) (Howes). Staff served on the BESA Steering Committee, in addition to editing the *Journal of Critical Education Policy Studies* and refereeing for *British Education Studies Association Journal*, *British Journal of Special Education*, *Cambridge Journal of Education*, *Green Theory and Praxis*, *International Journal of Inclusive Education*, *Journal of Philosophy of Education*, and *Studies in Philosophy and Education*. The **PLATE Early Years Cluster** includes the Chair of TACTYC (Payler) on whose behalf Winchester organised a TACTYC annual conference and who served on the NCTL External Reference Group for the Development of Early Years Standards, and collaboration with the BERA SIG, with whose convenor Payler will co-facilitate the HEA Education Subject Centre Early Years webinar. Early Years Cluster staff also include the founder of ECA (House) who convened the ECA inaugural conference at Winchester, chair of trustees of the London Waldorf Trust (Steiner Education), and a member of the AREC (Association of Research Ethics) Universities sub-committee. Collaborative work has been undertaken with the Penn Green Early Years Research Base and the Universities of Plymouth, Southampton and the Open University, and with staff from 17 HEIs, who contributed to an Early Years publication. Staff serve on the Editorial Board of *Education Review* and have refereed for the BERA Early Childhood and Methodology SIGs, *Compare*, *Contemporary Issues in Early Childhood*, *European Early Childhood Education Research Journal*, *Gender and Education*. The **PLATE Medical Education Cluster** includes the winner of the 2011 Wessex Deanery Educational

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Quality Award for a medical education project (Locke), membership of the Advisory Board for Exeter University's GMC funded research at Peninsula Schools of Medicine and Dentistry. Staff have refereed for the NIHR's Public Health Research and Service Delivery and Organisation Programmes and for the *British Educational Research Journal*. **PLATE's** International collaborations including: Universidad Javeriana Bogota Colombia and the University of Lleida (Ryan Visiting Professor). Invited lectures include the International Congress on Science Education (Barcelona) as a member of UNESCO's advisory body and to the Education, Science and Technology seminar (Uruguay). Two early career researchers held UCET travel scholarships (New York, Australia). Staff have served on the National Committees of UKLA, Association for Tutors in Science Education (Secretary), the Geographical Association, the International Geographical Union and NCTL Expert National Curriculum Groups (Geography, Literacy, PE). They have peer reviewed for the ESRC (one as an ESRC Peer Review College member), and served on editorial teams/boards for *Alambique* (Spain) *Education Action Research*, *Research Intelligence* and *Science Teacher Education*. Staff have refereed for *Education Action Research*, *Equity and Excellence in Education*, *Ethnography and Education*, *Gender and Education*, *International Journal of Research and Development*, *Journal of Adventure Education and Outdoor Learning*, *Journal of Science Education* (Colombia), *Leitura* (Brazil), *Oxford Review of Education*, *Research in Reading*, *Revista de Educación en Biología* (Argentina), *Science Teacher Education*, *Social Work Practitioner Researcher*, *Teacher Development* and reviewed book proposals for Pearson and Sage.

CRL's action research workshop programmes in the Expansive Education Network are offered by partner Universities: Bath Spa, Brighton, London Institute of Education, Manchester Metropolitan, Newcastle, Plymouth, Sheffield Hallam and Wolverhampton.

LTDU's FASTECH is a collaboration with Bath Spa University. TESTA originally included the universities of Bath Spa, Chichester, and Worcester but the TESTA approach has been used in over 30 UK Universities, Australia, India and the USA. TESTA India is a collaboration with Lady Irwin College and Saurashtra University (Gujurat), with a 21 university summit of TESTA users held in 2013.