

<p><b>Institution: Newman University</b></p> <hr/> <p><b>Unit of Assessment: 25 – Education</b></p> <hr/> <p><b>a. Overview</b></p> <p>The Education Unit of Assessment comprises eight full-time members of academic staff representing three subject areas and the work of four senior academics within the University. The unit includes three full-time Professors, one Professor Emeritus, one Reader, one Principal Lecturer, one Senior Lecturer and one Early Career Researcher. The unit's research interests span areas of professional education, identity and collaboration; education and social policy; safeguarding of children and young people; inclusion; creativity in education and maths in education.</p> <p>The unit has strong foundations in education and social policy and creative education predicated on its submission to the RAE 2008, in which 25% of the submission's output was judged to be of 3* (international excellence). Since the 2008 submission, the Unit has consolidated and expanded its research interests. In particular, burgeoning research in the area of children and families coupled with a strong network of academic interests in multi-professional education led to the creation in 2010 of the Children, Young People and Families Research Centre. The importance of research in this field was recognised by the Directorate of the University to the extent that the Centre was awarded an extensive and purpose-built presence within the new-build of the campus. In September 2010 Professor Máirtín Mac an Ghaill was appointed as Professor in Multi-Professional Practice and Director of the Children, Young People and Families Research Centre. The Centre was officially launched in September 2012 with an international conference entitled 'Growing Up in Britain'. The Centre now provides a platform for research collaboration, dissemination, and postgraduate study. In January 2013, the Centre profiled the first of its externally funded projects: a two-year Daphne-funded international research aimed at tackling violence through street-based youth work. The Centre has since developed a new postgraduate degree, the 'Children, Young People and Families MA'. The Children and Families Research Centre now provides a hub for multidisciplinary and interdepartmental research where academics regularly collaborate in the areas of teacher education, early childhood education and care, informal education, education and social policy, school exclusion, vulnerability and risk.</p> <p>The mid-term ambition is that the Children and Families Research Centre will become a repository and producer of research of regional and national importance, which both reflects and embraces a wide range of educational research interests. The unit has a developing international strand to its work evidenced through the successful delivery of two international research programmes: a Daphne-funded project into educational and social support for children and young people who are the victims of violence, exploitation and human trafficking in Germany, Romania and the United Kingdom, and an international study of play, learning and inclusion in the early years involving partner institutions in Poland, Romania and the United Kingdom. As an outcome of these recent research collaborations Newman University has entered into a partnership with Lucian Blaga University Sibiu Romania to publish the international peer-reviewed journal <i>Social Change Review</i>.</p> <hr/> <p><b>b. Research strategy</b></p> <p>Since the 2008 RAE, the unit of assessment has, as part of the University's wider strategy, sought to enhance its research profile and capacity for research in key areas of its work. This has included the investment by the University in professorial appointments to lead capacity building in research excellence. One such example was the appointment of a Professor of Multi-Professional Practice to lead the newly established Children, Young People and Families Research Centre. This appointment served a manifold purpose in the Unit's ambitions: to provide leadership expertise in locating and bidding for external research grants that had previously been beyond the research of the Unit; to provide a nucleus for research networking beyond our traditional national and international research communities; and to offer a centre for research excellence led by a research professor of international standing. In conjunction with this, appointments at lecturer level have</p>
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specifically focused on recent PhD/EdD completers and their potential as Early Career Researchers.

Integral to the Unit's research strategy has been a more systematic approach to staff development opportunities and events to support early career researchers, providing a platform for visiting scholars to share their research and a forum for enhancing the frequency and depth of staff exposure to research. Staff development activities are aligned with the University's Graduate School programme and have encompassed workshops on: approaches to writing research; getting research published; understanding peer review; the work of the editorial board; identifying funding opportunities; and approaches to successful bidding for external funds. In tandem with this, the Unit has run a series of dedicated research-focused seminar programmes designed to explore contemporary educational debates. Presented under the titles *Education: Worthy of its name?* and *Education: Possibilities and Controversies* the first of these seminars was launched by Professor Lesley Saunders, formerly of the GTCE. The series has included seminars by Emeritus Professor Margaret Clark, Professor Michael Fielding, Dr Carmel Gallagher, Professor Richard Hatcher, Professor Ken Jones, Professor Ian Menter, Emeritus Professor Stanley Tucker and Professor Terry Wrigley. The success of this series was rapidly followed by an open public lecture in April 2013 given by the Children's Commissioner for England Dr Maggie Atkinson. Pursuing the Centre's commitment to issues of social justice, inclusion and identity, a national one-day research-focused conference entitled 'Blackness in Britain' involving national figures working in the area of race and black identity was co-ordinated by Early Career Researcher Dr Kai Andrews. November 2013 also saw the launch by the Centre of a national research-focused conference devoted to the issue of vulnerability. 'Hidden Truths: Understanding vulnerability in 21st century Britain' marked the publication of a new text published by Routledge - *Working with Vulnerable Children, Young People and Families* written by contributing members to the Children and Families Research Centre:

In addition to the work of the Children, Young People and Families Research Centre, the unit is also actively involved in national and regional partnerships designed to improve research capacity and enhance research networking. This has included Guild HE's Consortium for Research Excellence, Support and Training (CREST) and the Post-92 regional research-lead groups involving BCU, Newman University, Staffordshire University, University of Wolverhampton and the University of Worcester.

### **c. People, including:**

#### **i. Staffing strategy and staff development**

The Unit of Assessment spans a number of subject areas within the institution, and each has its own responsibility for staffing and appointments within the context of the University's overall recruitment policy. Since the 2008 RAE settlement the appointment of research active staff has been made a significant priority with senior lecturer level appointments requiring doctoral qualification and evidence of research potential in the form of research publications. A particular emphasis has been placed on building the research capacity of the Unit in five priority areas. Firstly, the expansion of research leadership through the appointment of senior academic staff at professorial level and the appointment of visiting professors. In their role as Visiting Professors, Ian Menter (University of Oxford) and Mary Fuller (University of Gloucestershire) have brought significant research expertise to the Unit in the province of teacher education and leadership and management. A second aspect of the strategy has been the creation of an environment that supports and promotes research active staff through access to the University's small research grant scheme and sabbatical programmes. Sums of up to £600 are available to research groups and individuals to initiate or pursue personal research projects as part of the small grants scheme. A significant number of awards are allocated every year to encourage members of staff to pursue small-scale research projects individually or as a group. This allocation is based on a highly competitive bidding process. In addition, the Research Committee invites research groups to bid for a maximum of £3,000 as a contribution towards more substantial research projects. The University has also operated when possible a scheme of negotiated sabbatical support for staff, who must identify clear and measurable targets to be achieved at the end of the sabbatical period.

Financial support up to £2,000 is provided for staging conferences at the University and funding is also given for conference presentation to a maximum of £400 per conference. The third aspect of the Unit's research strategy has been the availability of financial support for serving members of staff to register on doctoral programmes through application to the University's Research Committee. Typically, PhD and Ed D candidates have received anywhere between a third to a half of their fees throughout the period of their registration. The fourth element of the unit's strategy has been to develop capacity for PhD/EdD supervision. This has involved the appointment of second supervisors to the University of Leicester's School of Education EdD and PhD programmes, the shadowing by first-time second supervisors of appointed Directors of Studies, and attendance at the University of Leicester's School of Education PhD/EdD doctoral training events. In addition, networks developed through CREST and the regional Post-92 Education Research Forum have provided further opportunity for doctoral supervisors to exchange expertise and identify opportunities for thesis examination and supervision in areas of common specialism. Fifth, as part of its specifically tailored staff development programme, the unit has given significant attention to the nurturing and support of 'second career' and early career researchers. In particular, a systematic approach to supporting and expanding writing for academic and professional purposes has been achieved through a programme of research mentorship and buddying. In this programme staff new to writing research for academic audiences are able to partner with more experienced academics as writing 'buddies'. For more experienced members of staff there are similar opportunities to partner with senior academics in developing strategies for effective bid writing for research grants and writing collaborations for publication. All academic staff are strongly encouraged to attend the regular programme of research ethics and guidance.

## ii. Research students

Newman University is a small institution of just over 3,000 FTE students with ambitions for Research Degree Awarding Powers. As a consequence, it has a modest number of PGR students registered with the University. Development and support for research students is provided by the Graduate School, while pastoral support and mentoring is provided by the Postgraduate Research Co-ordinator. Through its collaboration with the University of Leicester, the Unit has an appointed PhD Studentship, Ms Federica Caruso, who, at the time of writing, is in the writing-up stage of her doctoral thesis. Her thesis examines the development of an urban Children's Centre in the West Midlands. Through the arrangements with Leicester University the following PhD students have reached completion with Directors of Studies from Newman University:

Dr Gill McGillivray: 'Practitioner to Professional: De- and re-constructions of professional identities in the early years workforce'. Director of Studies: Professor Stan Tucker.

Dr Zoe Harwood: 'There's a coat-peg with his name on it' - a study of special educational needs in preschool children. Director of Studies: Professor Stan Tucker.

## d. Income, infrastructure and facilities

Despite the relatively small size of the unit, the contributing subject areas have been successful in accruing external research grants from a number of providers. These have included: Daphne III European Union; European Social Fund; AimHigher; Birmingham and Black Country Strategic Health Authority; HEFCE Leadership, Governance and Management Fund; Leonardo Lifelong Learning Partnership Programme. Grants have funded research projects including:

- A comparative study of community focused initiatives aimed at supporting women, children and young people who have been the victims of violence, exploitation or trafficking in 3 regions of the UK, Germany and Romania. £192,000
- Play and Learning in the Early Years for Inclusion: an international partnership project with Romania and Poland. £17,000
- 'Touch' project: tackling violence through street based youth work £419,000
- HE Academy: Exploring the insights into the expectations, needs and experiences of first

year undergraduate students in Education Studies through collaborative action research'  
 £500

#### e. Collaboration and contribution to the discipline or research base

The Education Unit is actively involved in a range of national and international research collaborations that extend across all areas of its research interests.

Professor Mac an Ghaill's research in the field of identity and gender is internationally recognised. He is a member of the editorial boards for *Qualitative Research; Ethnography and Education; Race, Ethnicity and Education; Men and Masculinities; Irish Journal of Sociology; Irish Migration, Race and Social Transformation Review* and *Thymos: The Journal of Boyhood Studies*. In March 2009 he was a member of an international team carrying out a Research Quality Assurance Review of the School of Social Sciences, at the University of Cork. In addition he has acted as an external examiner for ten PhD candidates.

Emeritus Professor Stan Tucker is editor of *Pastoral Care in Education: An International Journal of Personal, Social and Emotional Development*. He is a member of the Executive Committee of the National Association of Pastoral Care in Education (NAPCE), a Research Advisor – to the Children's Commissioner for England and member of the Expert Panel for Education with Taylor and Francis publishers. He holds visiting professorships with Lucian Blaga University Sibiu Romania and the University of East Anglia.

Professor Duncan Lawson is editor of the journal *Teaching Mathematics and Its Applications*. He is a reviewer for *Studies in Higher Education, European Journal of Engineering Education, MSOR Connections, International Journal of Technology in Mathematics Education*. He is a member of the Institute of Mathematics and Its Applications HE Committee and a member of the joint BIS/DfE STEM Ministerial Advisory Group. In addition he is a member of the Advisory Group of the Irish National Centre for Excellence in Mathematics and Science Teaching and Learning and Chair of the expert panel for the Norwegian Centres of Excellence in Education programme.

Professor Stephen Rayner has an international reputation for his research in the field of individual differences in learning, teaching, leadership and the management of inclusive education. He is a member of editorial boards for *Educational Review, Journal of Educational Administration and History* and *Emotional and Behavioural Difficulties*. He has been the guest editor of *Educational Psychology*. He has acted as a peer-reviewer for *British Journal of Educational Studies; British Journal of Educational Psychology; British Journal of Special Education; British Educational Research Journal; British Journal of Psychology; European Journal of Psychology of Education; European Journal of Special Needs Education; Journal of Educational Administration & History; Learning and Individual Differences; Learning & Instruction; Educational Management, Administration and Leadership; Administration; Educational Review; Emotional Behavioural Difficulties; Educational Psychology, European Journal of Educational Psychology; Reflective Education; School Leadership & Management*. He has undertaken research collaboration with colleagues at the Faculty of Education, Monash University, Australia in the province of classroom psychology; collaboration with Ian Menter at the University of Oxford on leadership in primary schools in disadvantaged areas; an LfHE project with colleagues at the School of Education University of Leeds and with colleagues at the University of Auckland and Hull on cognitive style and learning styles. His recent research includes academic leadership in the role of the professoriate in the 'UK University'. He has recently completed a research project commissioned by the Leadership Foundation for Higher Education in partnership with colleagues at the University of Leeds looking at the perspectives on Professors as academic leaders in the UK University.

Dr Gill McGillivray has undertaken research in response to workforce reform and multi-professional dimensions in early years work. She has undertaken peer reviews for the *European Early Childhood Education Research Journal, the Journal of Early Childhood Research* and *Pastoral Care in Education*.

**Environment template (REF5)**

Dr Persephone Sextou's work 'Bedside theatre for hospitalized children' was nominated by the NHS for the West Midlands Arts & Health Award 2012.

Dr Dave Trotman is Reader in Creative Education. He is co-editor of the journal *Social Change Review*, a member of the editorial board of the *Media Education Research Journal* and an associate editor for the international journal *Arts in Society*. He has also undertaken peer reviews for *American Psychologist*, the British Educational Research Association, *Educational Futures*, *Educational Psychology*, *Educational Review*, *International Journal of Psychology*, *Journal of Thinking Skills and Creativity*, *Pastoral Care in Education*, *Qualitative Research*, and the Social Sciences and Humanities Research Council of Canada. He is a member of the Imaginative Education Research Group based at Simon Fraser University Canada and regularly contributes to published work in the area of imaginative education

Dr Kehinde Andrews is an Early Career Researcher whose research is in the area of conceptions of race and racism. His recent monograph (2013) *Resisting Racism: Race, inequality and the Black supplementary school* is based on his Doctoral Thesis and is published by the Institute of Education Press, London.