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<p>Institution: University of Bedfordshire</p> <p>Unit of Assessment: 25 – Education</p> <p>a. Overview: As part of the research strategy for the new University of Bedfordshire (UoB, formed 2006), the Institute for Research in Education (IREd) was created in 2008 to provide strategic leadership for research in education. During this REF period it has been in an active developmental phase, with professorial, research fellow and research assistant appointments contributing to the development of a team giving leadership to improve research capacity and building a high quality research environment. The Institute Board meets termly to monitor research quality. It includes the IREd Director (Maylor) and staff, Heads of the Education Studies and Teacher Education departments, an Education librarian and the University Research Graduate School (RGS) officer responsible for IREd support.</p> <p>Research within IREd takes place within two research groups, which report to the IREd Board termly and through annual reporting to the University Research Committee.</p> <ul style="list-style-type: none"> • Learning Futures: led by Dr. Raiker with FT Professors Carmichael and Leask, and PT and visiting professors from the education sector and industry Preston, Rafferty, Selinger and Whalley together with PT senior research fellow (SRF) Younie and Honorary SRF Jones. • Education, Inclusion & Social Justice: led by Prof. Wearmouth with Prof. Maylor (both FT professors), Prof. Corner (PT), Prof. Ross (visiting) and SRF Moreau (to Sept. 2013). <p>The professors are leaders in the fields of inclusion (diversity, ‘race’, special education needs – SEN); equity and social justice; and digital technologies in research, teaching and knowledge mobilisation. They have research experience across all phases of education and have particular interests in new forms of pedagogy, knowledge mobilisation, novel research approaches and comparative education. The research groups provide opportunities for collaborative working and interdisciplinary activities and this is reflected in our two case studies. In combination, the research groups add value in terms of IREd’s ability to make significant contributions to education research nationally and internationally, to develop the research and publication skills of both early career researchers (ECRs) and senior researchers, and to support and inform teaching.</p> <p>b. Research Strategy</p> <p>Our research strategy for UOA 25 is informed by and benefits from the University’s Research Strategy for 2009-14 which prioritises developing and maintaining a high quality research environment. As IREd was formed in 2008, there was no RAE 2008 Education submission, in spite of strengths in pedagogy, learning technologies and SEN. This submission shows how a vibrant research culture has developed since then.</p> <p>IREd’s key strategic objective is to build a high quality research environment, met through:</p> <ul style="list-style-type: none"> • Undertaking further high quality research in areas of current interests and strengths with the potential to make an impact on educational policy and practice (details in section A). • Maintaining and developing the level of research expertise among experienced and ECR staff including enhancement of doctoral supervision capacity among staff new to supervision (details in section C (i)). • ECRs and PGRs debating and discussing research through seminars, sponsored conference attendance and through research group activities (details in section C (ii)). • Close monitoring and support to ensure timely and successful completions for the increasing number of PGR students including staff (details in section C (ii)). • Mentoring ECR’s and PhD students by experienced researchers (details in section C). • Using online tools including the EdComms online platform and MirandaNet network to support international networking, collaborative writing, scaling up of small scale research and engagement with policy makers (details in section E). <p>The objectives and activities of IREd following submission are to:</p> <ul style="list-style-type: none"> • Strengthen and extend membership and activities of the existing research groups and support the development of new groups and collaborations within and beyond the UoB. • Continue to recruit high quality PGR students to areas of research expertise and excellence.
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- Continue to broaden the theoretical and methodological repertoire available to staff and to reflect this in publications, journals to which these are submitted and research activity.
- Continue formal mentoring support for staff publishing, increasing quality outputs, improving the rate at which conference papers are further developed into published articles and chapters, and understanding how to demonstrate research impact (details in section Ci).
- Increase the reach and impact of our research findings, specifically through scaling up small-scale research and through collaborative research supported by the EdComms and MirandaNet online communities facilities (details in section E).
- Continue assisting PGR students to publish as part of their PhD process, attend international conferences, take part in research projects with experienced staff and be inducted into academic life (details in section Cii).
- Increase external research income over the next five years. The initial focus is on funders who have previously funded research at UoB and by recently appointed staff (details in section D).

c. People:

(i) Staffing strategy and staff development: Our multi-faceted approach comprises:

Targeted recruitment of highly experienced, well-qualified and widely published permanent and visiting staff who network with peers external to the university, attract PGR students and funding for research projects and consultancy. Wearmouth brings leadership experience of the 2001 and 2008 RAEs. Recruitment of staff with **experience of conducting high impact and applied research**. Wearmouth has extensive experience of conducting high impact research on inclusion which informs policy and practice. Carmichael, Wearmouth, Leask, Younie, Preston and Maylor's experience as principal investigators of government- and charity-funded research studies is vital as it positions IREd and the UoB to respond to changing priorities and funding regimes, and to support the research interests of staff and prospective PGRs. Work by Leask, Younie, Preston, Maylor and Wearmouth impacts on policy and practice in the UK and New Zealand (NZ), as well as in the other countries where IREd staff work, as highlighted in our two case studies.

Building critical mass in specific areas reflected by the research groupings described in section A, particularly inclusion, social justice and equity, and the role of digital technologies in research, teaching, capacity building and publishing. The appointments of Leask, Preston, Younie and Carmichael, for example, bring together a team with a wealth of research experience in digital learning technologies with national and international projects, and of commissioning and conducting government-funded research. Wearmouth, Corner, Younie, Leask and Carmichael add strength to doctoral supervision through their completions and external examining, and to the wider development of staff/student research skills and bid writing. Maylor, Preston, Leask, Younie and Carmichael bring a very successful record of research funding (e.g. JISC, HEA, EU, DfID, TDA, DfE, charities, business, British Council, UK Research Councils, including a major ESRC/EPSC TEL £1.5 million award – Carmichael) in the areas of technology, inclusion, diversity, teaching and learning in higher education, professional learning, research capacity building, and extensive experience of supporting ECRs, university teachers and teacher educators to develop research careers. The close links between the Learning Futures Centre, MirandaNet, MESH and EdComms projects (Preston, Leask, Raiker, Youie, Jones, Procter, Whalley, Selinger); the Association for IT in Teacher Education (Leask, Younie, Preston) and the journal *Technology, Pedagogy and Education* (Carmichael and Younie are editors) and the number of PGRs now studying in the areas of digital technologies, show how concentrating recruitment effort in specific areas building on prior strengths can develop a critical mass of research expertise.

The **demographic profile** of staff appointed enables succession planning and continuity of research focus, support for ECRs and PGR supervision. To cover the teaching of staff with research funding, **short term contracts** are used to develop potential new staff or to bring back experienced retired staff: Peppin-Vaughn had a **secondment** as a researcher to the Institute of Education and Wearmouth had a funded Research Fellowship at the University of Waikato, NZ.

The University Research Strategy has also informed and supported staff development and support for ECRs and senior 'second career' staff including those who have held senior roles in schools, Local Authorities and other agencies. Development and support activities have included:

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Seminars: Since 2009, IREd has hosted a series of monthly **Research Seminars** led by national and international high profile academic researchers with the aim of broadening understandings of methodological and theoretical aspects of education research. A monthly **Key Educational Thinkers Seminar Series**, introduced in 2011, assists ECRs as well as PGR students to engage with theory through presentations from researchers who have drawn on or critiqued the work of the specific theorists (such as Vygotsky, Deleuze, Bourdieu) in their own research.

Mentoring: The appointment of senior research staff, visiting professors and the affiliation of education staff to research groups in IREd has enabled mentoring of ECRs and provided them with support in writing and submitting research bids, preparing and submitting conference abstracts and presenting at conferences, producing quality outputs including reports and journal articles through one-to-one and small group support. A mentoring scheme introduced in 2012 enables the IREd research group leaders to provide leadership and support to ECRs and other research active education staff. To support IREd's research objectives beyond the REF period, the mentoring scheme was extended to *all* education staff in 2013. Mentee research plans are annually reviewed and used to allocate staff research time on their workload plans. This structured process is reflective of the University's commitment to enhancing research capacity and delivering high quality research environments. 20 quality outputs (reports, conference papers, articles in professional and academic journals) have been produced in the past two years through ECRs having tailored one-to-one support and mentoring.

Staff Training Workshops: mentoring is complemented by more structured workshops provided by IREd, RGS or external consultants. Topics have included 'e-tools for research', writing for publication (Routledge) and training for staff proposing to submit bids to the EU and other funders.

The RGS provides **Mandatory Training for PGR Supervisors** and twice-yearly **Supervisor Awaydays** at which a broader range of research topics are discussed (Research Ethics; the Researcher Development Framework (RDF); sources of funding and support for research).

Three-day **Writing Retreats** for ECRs are organised by Raiker through the UoB Centre for Learning Excellence. These provide opportunities for ECRs to meet other researchers and receive advice from experienced colleagues and external consultants (typically journal editors) and to work intensively on writing for publication either in the UoB *Journal of Pedagogic Development* or in external peer-reviewed publications. ECRs registered as PGR students attend two annual **Research Awaydays** led by senior IREd staff and external speakers/consultants to discuss their work and engage with more advanced research topics. With RGS support, these are used to inform ECRs about the Research Concordat and Researcher Development Framework. In May 2013, UoB's institution-wide **Concordat** implementation plan was awarded the European Commission's HR Excellence in Research Award, which will be rolled out in the coming period.

Study Leave: Staff members who are PGR students have opportunities to apply for periods of study leave under the University's Special Leave Policy to assist with writing up their thesis.

Equal opportunities: The University's HR department monitors equal opportunities in staff recruitment and employment. The submission presents a collective profile that is consistent with the fields constituting this UoA and more generally within the sector. A key strategic research priority for IREd is to enable education staff to lead research teams/groups. Raiker, who obtained her PhD in 2009, was given an opportunity in 2010 to lead the Learning Futures research group, whilst Maylor as a Reader was invited to become Deputy Director of IREd and Acting Director in 2011 prior to assuming the substantive role.

(ii) Research students

IREd increased its PGR students from two part-time PhD students in 2008 to 24 by 2010 and 34 in 2013 of which 22 (18PT/4FT) are on the PhD programme and 12 on the EdD (PT). Our student body is highly diverse with international students from Sri Lanka, China, Malawi, Mauritius, Saudi Arabia, Thailand and home (including EU) students. In 2009 IREd had one doctoral completion. Since 2009, 11 students have progressed from the MPhil to PhD stage and 4 (2 EdD and 2 PhD) are due to submit theses by the end of 2013. Staff undertaking doctorates with the UoB are able to obtain **fee waivers** and the university also offers competitive FT/PT **PhD bursaries** from which

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IREd students have benefitted (1 FT and 3 PT students receiving these in 2010 and 2012).

The University RGS **oversees research student progress** and a range of **mechanisms for ensuring research quality** across the university. PGR students progress through various stages: a 1,000 word proposal at 4-6 months for FT students and the MPhil/PhD Transfer Seminar at which a 5,000 word proposal is presented at 16-24 months by FT students. Each stage of the doctoral process involves at least two reviewers. The IREd Research Ethics Board reviews all research proposals at proposal stage and subsequently as required with the IREd Institute Board and RGS maintaining oversight. Externally-funded research and any particularly complex proposals are referred to the University Research Ethics Committee. All students are required to meet their supervisory team at least monthly and keep records of meetings. These processes are supplemented by an annual monitoring process administered by the RGS. Students and Directors of Study contribute confidentially to the annual monitoring process. The RGS reports on the outcomes of these processes to the University Research Degrees Committee, which also acts as an examination board.

Research students training and support is provided by the RGS and supervisory teams. All PhD students are required (when they commence their studies) to attend the equivalent of 10 days of mandatory training run by the RGS and to have their training needs audited, with subsequent annual audits carried out by their supervisors. Throughout their research, students are able to access a number of structured on-line materials and face-to-face courses which for example, support developing understandings of qualitative and quantitative research methods, data analysis and presentation, ethical issues and writing up of the thesis. Such understandings are further enhanced at institute level through the EdD and PhD programmes (see below) and doctoral supervision. Supervision teams include two staff with doctorates, at least one of whom must have PGR completions. Additional supervisors and external advisors are appointed as required.

The annual PhD and EdD programmes draw on the expertise of internal and external specialists and includes two research awaydays and 12 monthly sessions to supplement supervisions. These provide intellectual stimulus, discussion and feedback on research, written and oral presentations. Substantive topics include theoretical and epistemological frameworks, ethics, qualitative and quantitative research approaches and specific skills to support researcher development. The emphasis in these sessions is to 'put theory to work' and this contributes to areas of identified student interest and need as they engage with research, build research relationships and communities, and use technology in their research activities. As students progress, sessions deal with the demands of the viva, career development (including the post-doctoral levels of the RDF, writing for different audiences, securing funding, and building an academic profile.

IREd creates a supportive high-quality **research culture** for both students and staff via its research seminars and the Key Thinkers series and students can also attend the seminars of other research institutes. The facilitation of a supportive research culture is further supported through the mode of delivery of the taught EdD programme and organisation of the PhD seminars described above. These allow students to share expertise and experience both of their research and their practice more generally. The research culture within IREd prepares research students for the internal, annual University Research Conference, and this in turn provides opportunities to develop confidence in their networking and presentation skills. PGR students and ECRs are supported in developing research proposals and bid writing both through formal input from the RGS and by working alongside experienced colleagues (examples include EU bids submitted). Staff registered for PGR degrees at other institutions also engage with the IREd and wider UoB research culture through mentoring, seminars, joint projects and publication activities.

PGR students are funded to attend conferences and seminars in the UK and internationally. During 2010-13, 32 IREd PGRs attended **conferences in the UK** including Information Technology in Teacher Education (ITTE 2010-2013), British Assoc. for International and Comparative Education (2012), Learning without Frontiers (2012), Gender and Education (2011-2012), the UK Literacy Assoc. International Conference (2012), BERA (2010-2012); and **international conferences** e.g. International Conference on New Directions in the Humanities (Canada, 2012), NAIRTL (Ireland, 2012) and AERA (USA 2011). 8 PGRs have presented posters or papers at external conferences, including BERA, BIACE, Learning without Frontiers and NAIRTL, with numbers increasing each

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year. Procter, a FT IREd PGR student, received the award for best paper presented at the BERA student conference in 2012. Conference presentations have been developed into articles published in the UoB *Journal of Pedagogic Development* (e.g. Rapley, Procter, Wolstencroft, Moya), book chapters (Kuegel, 2013, Shea, 2013) and international peer-reviewed journals including *Education Studies* (Sach, 2012), *Education 3-13* (Sach, 2013) and *J. Language and Learning Development* (Moya, forthcoming 2014). Students are supported financially to engage with broader research training cultures through attendance at external doctoral student conferences and events held at ESRC Doctoral Training Centres (e.g. Bristol 2013).

d. Income, infrastructure and facilities:

Income: Research income is derived from a number of funded research projects. During 2008-13 project income was £302,000, most from research charities (£79,000: Nuffield, The Bedford Charity), government agencies (£157,000: British Council, BECTA, HEA, TDA), Local Authorities and international governments (New Zealand, Malawi). These are reflected in submitted publications and our two case studies. External funding for students comes from a range of sources: international charities, governments, students' employers and students themselves.

Infrastructure: During 2010-13, £77,000 of UoB QR funding was allocated to IREd to support the research culture. Funding has been used to develop ECR staff research capacity through bursaries and a small grants scheme to support ECRs with the potential to produce publications within 12 months of conducting their pilot studies. It has allowed students and staff to contribute to the research environment through, participating in writing retreats and awaydays, networking activities and dissemination of research findings at national and international seminars and conferences (section C (ii)). QR funding has assisted international speakers (Dr. Oonie Rogers, New York University and Prof. Sylvia van der Bunt, University of Amsterdam) to present at IREd seminars. These activities illustrate the UoB's commitment to establishing a high quality research and publishing culture in education, and developing a strong research base more broadly.

To support the research capacity development particularly of teacher education staff, ECRs and research students engage with the research activities of established staff. As part of this UoB has invested £9,000 in the development of rich web resources in which video content of research topics are discussed and accompanied by commentaries, annotations and links to further readings, online resources and data sets. These have been constructed using semantic web technologies developed in ESRC-funded projects directed by Carmichael and represent a novel application of these emerging technologies to support research capacity building and knowledge exchange.

Facilities: FT PGRs have a designated desk, computer and a separate telephone, with access to a shared printer; 'hot desk' space is provided for PT PGRs. A specialist education librarian (0.3FTE) and an RGS research administrator support PGRs. Research students and staff can use the University's virtual learning environment to manage their work and support research activities. The institutional repository allows students and staff to disseminate research findings, publications, pre-prints and other resources. UoB libraries provide access to wide-ranging online resources including Discover and are open 24/7 which is particularly beneficial for part-time students.

e. Collaboration or contribution to the discipline or research base

IREd contributes to the development of education as a discipline and to student and staff research expertise through its wide ranging internal, national and international collaborations, publications, consultancies, joint doctoral supervision teams, networks supporting knowledge sharing and its other scholarly activities. Just as educational research is often multi- or inter-disciplinary in character, so too is much of the research, development and enterprise activity of the UoB. Thus staff within IREd are involved in collaborations across conventional disciplinary boundaries at all levels from co-supervision of individual PGR students to large-scale international projects.

Within UoB, IREd members work with members of other research institutes to provide joint supervision for PGR students, review research and ethics proposals, contribute expertise to joint projects, and co-author publications and proposals. This involves working with colleagues in sport science, business, psychology, media and performance, computing science, health, applied social research and language assessment. Leask is on the board of the Institute of Tourism Research;

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Raiker holds a joint post in Education and in the Centre for Learning Excellence; and Carmichael is seconded to the RGS providing research support across research institutes. The UoB's new Institute for Future Cities will involve IREd along with other institutes and centres in a programme of interdisciplinary research and development.

Groups and individuals have multi-institutional, multi-agency collaborations across the **UK and Internationally**. Examples include:

- The Poskole Seminars (Prague 2011, Bedford 2012): international cross-disciplinary expert seminars involving Leask, Preston, Younie and Raiker along with computer scientists Prof. Trinitis (Germany), Prof. Kalas (Comenius Univ. Bratislavia and UNESCO advisor), Prof. Vanicek (Univ. Ceske Budejovic), Dr. Mannova (Czech Technical University, Prague) involving companies, policy makers, academics, Local Authority and school-based participants.
- Carmichael's role within TLRP and his PI role on a series of ESRC/EPSRC funded projects have led to extensive networks in the UK (Cambridge, LJMU, Chester, Stirling, Essex, UEA), the USA (including MIT), Spain, Germany and Australia. He currently is a 'partner investigator' on an ARC-funded project based at UTS, Sydney and is currently on the Advisory Group of an ESRC funded Digital Futures project based at the UKDA.
- Maylor's established links with colleagues at the Institute for Education (Showunmi, Mirza), Southampton (Bhopal) and Roehampton (Crozier) led to joint proposals to the ESRC, co-authored conference papers and articles, and a co-edited book. Collaborations with the University of Nottingham (Thomson) led to the establishment of BERA's conferences for Black and Minority Ethnic ECRs in Education (see national RCB initiatives).
- Wearmouth's links with the University of Waikato, NZ, led to reciprocal research visits, her visiting post there and a series of publications and high impact interventions (see case study).
- Raiker's links with the University of Jyväskylä, Finland, have led to research visits, online collaboration in research and teaching, joint publications and a joint book proposal now in preparation involving staff from both universities.

Networks, Clusters and Collaborations: The IREd Learning Futures Centre is closely associated with the MirandaNet network initiated by Preston in 1992, which now has 800 individual and institutional members in 80 countries). Joint UoB/MirandaNet seminars at national education shows are a key means by which staff engage with business, commercial partners and practitioners. It is a major contributing partner to the Education Futures Collaboration (EFC) which manages the EdComms online communities of practice platform, used by 1,300+ members, educators, policy makers and businesses. Working with the EFC founder members (19 organisations, 4 countries), Learning Futures staff are developing the international translational research publishing network, MESH, as the latest stage in a programme of work to provide an open, quality-assured, evidence base to support professionals' development and decision making.

Consultancies: IREd members undertake consultancies (commissioned research and evaluation; research-informed curriculum and assessment design; policy advice; membership of expert panels) in the UK and internationally. For example: Maylor was a consultant to The Bedford Charity (2010-11) supporting research in schools and is currently an invited consultant on inclusion for the Standards and Testing Agency; Leask is on an OECD panel reviewing teacher knowledge and neuroscience and an EU panel on digital technology developments. Preston has been on expert panels for UNESCO and BESA. Carmichael was a member of the BECTA/Capital Expert Reference Group (2009-10). Research focussed visits, workshops and exchanges have involved IREd staff collaborating with universities, government and third sector projects in the UK, Portugal, France, Germany, Spain, Finland, USA, Argentina, Australia, NZ, Pakistan and Thailand.

Editorial Roles: IREd staff members contribute to the development of the research base of the discipline through their membership of editorial boards and review panels. Carmichael is the new editor-in-chief of *Technology, Pedagogy and Education* and Younie is an associate editor. Maylor is on the editorial board of *Journal for Critical Education Policy Studies* and *Ethnicity and Race in a Changing World: a Review Journal*. Carmichael has edited a special edition of *Technology, Pedagogy and Education* (2012) and in 2013 was invited to review for the inaugural issue of BERA's *Review of Education*. Raiker is co-editor of the UoB's *Journal of Pedagogic Development* which provides students, ECRs and other university staff opportunities to publish their research.

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IREd staff are on editorial boards and review panels of a range of international journals including *Gender and Education*, *Educational Philosophy and Theory*, *British Educational Research Journal*, *Pedagogy Culture and Society*, *American Educational Research Journal*, *Education 3-13*, *Computers and Education*, *Learning, Media and Technology*, *Journal of Education Policy*, *Journal of Education and Work*, *Ethnic and Racial Studies*, and *Studies in Higher Education*. Leask, Younie and Jones are on the MESH Chief Editorial Board; Preston, Raiker and Younie are lead editors on subject boards and they have been invited to produce a JET special edition on the MESH philosophy.

Professional Associations and Learned Societies: IREd members are active in: BERA: Maylor (elected Exec. Council, 2008-11; Race and Ethnicity SIG), Leask (chair, Research and Policy SIG); ITTE: Younie (past UK Chair), Preston, Younie (elected Exec. Council), Leask (past Exec. Council); ALT: Carmichael (Research Committee); UCET: Leask (elected Exec. Council); HEA/ESCalate: Maylor (2010-11). ECRs are encouraged to develop a profile within associations & societies e.g. Michael was elected (2013) to the Fellowship Council of the Royal Society of Arts.

Keynotes and Invited Seminars: IREd staff have delivered **30** invited **keynotes** at high quality international conferences. Selected examples include: Carmichael: Higher Education in the Gulf: Research Insights in Learning and Teaching (Dubai, 2010), National Academy for the Integration of Research, Teaching and Learning (Dublin, 2012); Leask: Association of Teacher Education in Australia (Brisbane, 2013), Asian Association of Open Universities (Islamabad, 2013); Maylor: BERA Keynote symposium (AERA conference Denver USA, 2010), NUT Education Policy and Race (Birmingham, 2012); Younie: Society of Information Technology in Education (USA, 2009); ITTE (Cambridge, 2010); Preston: Argentinean Government Teachers' Conference (Buenos Aires, 2011); UNESCO (Mexico, 2008). Additionally, they have contributed to **47** invited **seminars** including those organised by: ESRC (Methodological Innovation and Research Capacity Building, Sheffield (2010); Education in Diverse Societies, Finnish Institute (Maylor, 2012); AHRC (Carmichael, 2013); the Scottish Universities Insight Institute (Carmichael, 2012); OECD Teacher Ed., Paris (Leask, 2012); UCET Research Committee (Leask, 2010); & AACTE USA (Leask, 2013).

National RCB Initiatives: Maylor was an invited BERA 'Meeting of Minds' Mentor (2011-12) and has organised three BERA ECR conferences for Black and Minority Ethnic students (2010-12). Carmichael within the ESRC/EP SRC TEL programme (2008-12) had responsibility for supporting ECRs, project research associates and assistants, and PhD students.

Assessment and Review of Research: Carmichael is a member of the ESRC Peer Review College, a rapporteur for the ESRC and EPSRC, a reviewer for the Australian Research Council and for research bodies in Austria and Hong Kong. Included in the EU's Main Expert Panel database, Carmichael has been selected for Panels for Technology Enhanced Learning (2013) and Cultures and Cultural Production (2012). He was also a peer reviewer for the Australian Research Council Research Assessment Exercise in 2012. Maylor is a rapporteur for the ESRC. Leask was a member of the 2008 RAE panel.

External Examining of PGR Theses: **19** theses examined at other HEIs: Manchester, Melbourne Aus. (Carmichael); Lancaster, Southampton, Islamabad (Leask), Griffin University, Queensland Aus. (Preston); Melbourne(2), Brunel(2), Nottingham, Warwick, (Younie); Sheffield(2), Nottingham (Maylor); Otago NZ, Victoria University of Wellington NZ, Southampton, Sunderland (Wearmouth).

The programme of staff and PGR recruitment, funding and individual and collective capacity building that has been undertaken since 2008 and which is evidenced here has placed the UoB firmly on the map of educational research in the UK and internationally. Our targeted staff recruitment and the development of a research training culture with the increase in PGRs has been successful. We have invested in experienced staff who regularly receive national and international invitations to share their research and influence research capacity building. Our focus on applied and translational research in specific areas will shape our research strategy between now and the next REF exercise, at which point we are confident that we will be reporting greater progress in getting our ECRs published and home-grown staff getting invitations to speak at seminars as well as increases in PGR recruitment and completions, external research funding and research impact.