

<p><b>Institution: Anglia Ruskin University</b></p> <hr/> <p><b>Unit of Assessment: UoA 25 Education</b></p> <hr/> <p><b>a. Overview</b></p> <p>The submitting unit brings together education and nursing academics from different departments in the Faculty of Health, Social Care &amp; Education (FHSCE) who share a passion for translational research that enhances professional education. These staff work from a firm research base and have developed high quality education for future specialist practitioners. Research in the submitting unit is supported by two cross-institutional Research Institutes. The Childhood and Youth Research Institute (CYRI) carries out research and evaluation relating to the lives of children and young people, particularly those living in disadvantaged circumstances. Our Postgraduate Medical Institute (PMI) is a partnership of 22 members involving all the NHS acute hospitals, primary care trusts and mental health trusts in Essex, plus Essex County Council, Ramsay and Nuffield Hospitals, the Royal Society for Public Health and all four of Anglia Ruskin University's Faculties. The PMI brings together considerable clinical and academic expertise and resources for the development of clinical and professional practice in health and social care. Both CYRI and the PMI were launched during the REF submission period, representing an investment of over £9 million in developing research in these areas. They jointly provide a conduit for drawing together work from different stakeholders.</p> <p>This unit includes two formal research groups: the Early Childhood Research Group and the Application of Learning to Practice offer a cross-Faculty focus for staff working in these areas. Additionally, there are a number of broader research clusters, for example, Critical Education and Justice, and Educational Technology and Computing.</p> <hr/> <p><b>b. Research strategy</b></p> <p>We have a clear University research strategy to grow research in key areas and to develop centres of excellence which complement our historical strengths.</p> <p>In 2008 it was recognised that, whilst Anglia Ruskin University was one of the largest providers of initial teacher training, educational studies and nursing education in the country, we had relatively few staff with significant track records in pedagogical research, and it was decided to address this and create a strong collaborative research culture in these areas. In 2011 our institutional Faculty structure was reviewed, leading to the merger of the Faculty of Education and Faculty of Health and Social Care. The establishment of FHSCE provided a further opportunity to enable change in terms of the volume of cross-disciplinary research and the delivery of robust and ambitious research objectives. As part of the Faculty merger preparations (2010/2011) Faculty research leaders worked across the departments to map our research capability, capacity and expertise. Taking a collaborative approach, the Faculty staff aligned with established research clusters to create a sustainable model that enabled the development of staff research and met staff needs.</p> <p>Against this organisational backdrop, and underpinned by significant institutional investment, our nursing education and educational research has evolved to develop and influence policy and practice for these disciplines and the community, in local, national and international arenas. We have progressively increased engagement with external professional bodies, stakeholders and policy leaders and have built upon previous research with them. The submission of this new grouping of staff to REF 2014 demonstrates the commitment at institutional and faculty level to support and encourage high quality translational research in key areas of our activity.</p> <p>Our strategy to increase the momentum towards research excellence, had the following objectives during the REF period:</p> <ul style="list-style-type: none"> <li>• Develop research leadership and capacity.</li> <li>• Develop a broad base of research excellence across the UoA.</li> <li>• Build sustainability specifically through international and world ranking research, gaining external funding, and recruiting doctoral research students.</li> <li>• Expand visiting research staff and staff exchange.</li> </ul>
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We have made considerable progress in achieving these objectives. Considerable investment to build research leadership through strengthening of Faculty senior staff, has led to the appointment of a Deputy Dean for Research, a Director of Research and Scholarship, and a Director with responsibility for research-based Professional Doctorates. To build capacity as well as to provide leadership at departmental level and within the submitting unit, four Professors (Tim Waller, Sharon Andrew, Ruth Taylor and Dave Hill) and a Reader (Debbie Holley) have been recruited, in addition to a significant number of early career staff, who either have doctorates or are being supported to study for them.

Our broad base of research excellence has been developed through a programme of staff support and mentoring and by encouraging 'home-grown' academic researchers as well as investment in infrastructure. A particular focus has been on the establishment of CYRI and the PMI, which provide further support for staff in the unit. These Research Institutes promote collaboration between academic staff from different disciplines, provide key infrastructure support and foster relationships with practitioners, stakeholders and industry. Between them, the Institutes provide a breadth of research support and infrastructure including research accommodation, regular high profile seminars, statistical and research design support and a wide range of multi-professional academic expertise from both institutional and visiting research staff. The Institutes act as a powerful conduit for drawing together work from different internal and external stakeholders.

Although research income across the period has not seen a consistent year on year rise, staff are far more experienced in identifying and applying for funding to sustain our progress. Research degree student numbers have remained stable. We continue to seek to increase the number of full-time and UK-based doctoral and research students to further develop our post-graduate research student ethos. Funding for research related staff development activities (nearly £200,000 in our Faculty in 2012/13) has facilitated research, for example through fully funding staff doctoral study and increased dissemination of research through attendance and presentation of peer-reviewed research at national and international conferences, resulting in peer-reviewed journal articles and other publications.

### **Future Plans**

Over the next five years, our priority areas of focus are linked to the core themes developing from our Research Institutes, research groups and clusters. We are establishing a Research Schools Network and a Nursing Research Network across the East of England to foster the development of research, funding and publications within schools and the nursing profession. The Schools Network has already consulted with key school alliances across the area, and launches with its first conference in June 2014. It will engage with schools to offer a range of bespoke workshops and toolkits, research training and mentoring (group/individual) and support the development of research projects and funding bids. A NHS Trust-based professorial lead has already been identified for our Nursing Network and a regional conference is planned for 2014. Recently we were recognised by Sir Keith Pearson and Ian Cumming (Chair and Chief Executive of Health Education England) as being at the forefront of providing an evidence base for the educational changes initiated by the Francis Report (2013).

The unit's objectives mirror our corporate and Faculty objectives and aim to increase the proportion of staff holding doctorates, the dissemination and impact of our research, the level of external funding and the number of doctoral awards. Looking ahead over the next five years we plan to:

- Double the number of research active staff within the unit.
- Sustain an overall 50% growth in the quantity of research outputs, with 20% at internationally excellent or world leading standard.
- Double our full-time PhD research student population.
- Double the number of externally sponsored Professional Doctorate students.
- Increase our visiting research staff base by 50%.
- Develop activities particularly in our Application to Learning Practice Research Cluster and our Educational Technology cluster.
- Develop additional strategic partnerships with charities, industry and NHS provider organisations.

**Environment template (REF5)**

- Increase our research income by at least 10% per annum.
- Increase the number of international staff exchanges by 50%.

**Monitoring and Management**

The Faculty Research Strategy, reflecting our Corporate Plan and Research and Scholarship Strategy (both 2012-2014) is driven by our Deputy Dean for Research and Director of Research and Scholarship who work in partnership with the Professors and Readers and together form the core of the Faculty Research Committee. Overall research performance is monitored by our Faculty Board. Attainment of targets is monitored not only through appraisal but through on-going and annual departmental reporting, and through reporting to Faculty and University Research Committees. Performance against targets is monitored at departmental level by Professors and Readers who also ensure that an appropriate range of developmental support is provided, for example research surgeries and critical review of draft bids and outputs. They also attend monthly Education/Nursing Departmental meetings, where research is a standing agenda item. Professors and Readers therefore not only lead research development in their areas of expertise, but are key to facilitating broader research development.

**c. People****i. Staffing strategy and staff development**

Historically, professional qualifications have been the primary criteria for the recruitment of staff. In order to develop our research capacity, and in line with institutional expectations, we now require newly-appointed staff either to hold a doctoral qualification, or to register for doctoral study. Existing staff are also encouraged to register for doctoral programmes. Thus the staff profile in this unit is rapidly changing, with not only an increasing proportion of well-qualified early career staff, but also an increasing number of staff with doctorates (26 in the submitting unit). Since 2008 we have appointed five new Professors and Readers in the UoA and three postdoctoral fellows who play a key role in driving forward our research activities.

A transparent Academic Workload Balancing Model enables all academic staff to negotiate individual research and scholarly activity as part of their workload each year. This is agreed at annual appraisal, which is an important part of achieving our research goals and is seen as a key opportunity to review staff progress in research and scholarship. Since 2010, an individual research and scholarly plan is an integral part of each appraisal, identifying realistic goals commensurate with the career stage of the appraisee. This ensures development requirements are resourced including identifying a mentor and other support needs. Seen very much by academics as a supportive and helpful discussion, staff can invite a Reader/Professor to 'sit in' and contribute to the development of their research plans. This approach enables a 'year ahead' view to be taken and minimises obstacles to research success.

We support all staff to achieve their research objectives, regardless of career stage. Time allowances are given to staff to complete agreed outputs such as book or journal publications, developing bids. Those studying on doctoral programmes have an automatic entitlement to additional research time. Faculty support is also available competitively to provide pilot project funding or to facilitate 'mini sabbaticals'. We provide specific developmental opportunities, for example during our Faculty's 2012 'Year of Writing' initiative, we organised well-attended workshops facilitated by Edwina Murray, an external expert on PhD writing, who worked with staff writing up their doctorates. Our Professors and Readers mentored 35 staff on a series of writing retreats during the year. Staff can also apply for well-funded sabbatical periods of up to 6 months in support of research and scholarship, including completion of doctoral studies. Fifteen education staff and nineteen nurse educators took sabbaticals in the assessment period, resulting in 3 PhD and 4 EdD completions, books, journal articles and enabling a visiting Professorship to South Africa.

Ongoing mentoring is also important. All new staff have a mentor. We match novice staff with experienced researchers to support them throughout the process of submitting their papers to journals, liaising with editors and making revisions. Established academics, applying for promotion to reader or professor, are strongly encouraged to have a mentor who provides advice in

developing their application, for which clear guidelines are published in an annual call well in advance of the application deadline.

Early career researchers (ECRs) are fully supported and can apply for a funded staff training bursary. ECRs are also assigned a mentor and encouraged to take part in the vibrant research culture in the UoA. ECRs play a full part in the life of the unit, and attend our mandatory biannual Faculty Staff development days. As far as possible, both early career staff and doctoral studentships are included in and participate in preparing bids for funding to complement the investment we have made into building a critical mass of research active staff and doctoral students. As research within the unit grows it will be supported, where appropriate, by the appointment of postdoctoral researchers and postgraduate research students funded by these income streams.

Our UoA hosts a longstanding series of research seminars. Lunchtime 'Brown Bags' allow staff and doctoral students to present and get formative feedback. The monthly 'Research Matters' evening seminar series involves invited external speakers and is open to staff and doctoral students. Over the last 5 years, in excess of 30 external speakers have contributed to the seminars.

Anglia Ruskin University is implementing the *Concordat to Support the Career Development of Researchers*. In May 2013, we achieved the 'HR Excellence in Research Award' in recognition of our strategy for improving the career development and management of our researchers. As part of that process, we undertook a gap analysis which we are now working to address, ahead of the review of the award in 2015. The institution also subscribes to the principles of the *Concordat to Support Research Integrity* and the *Concordat for Engaging the Public with Research*. Feedback from staff who participated in the Careers in Research Online Survey 2013 showed they feel their contribution to a variety of research activities is more highly valued and recognised, than the sector average, and that they were better integrated into their research community. Similarly, Anglia Ruskin University staff felt better informed about key research strategy and policy in the national environment, such as the REF, the RCUK's 'Pathways to Impact' expectations, the three Concordats on Research Integrity, Public Engagement and Research Careers, as well as the 'HR Excellence in Research Award.'

Our Corporate Plan (2012-14) emphasises the importance of the institutional equality and diversity policies, stating that these 'apply to our staff and students and are for everyone, whatever their backgrounds or personal beliefs. Everyone at Anglia Ruskin is expected to comply with them.' The institutional Equality Policy Framework was last updated and revalidated by our Board of Governors in 2010, in preparation for the passage of the Equality Act. All staff must undertake mandatory online equality and diversity training, and specific workshops are available to colleagues involved in, for example, recruitment and selection. Our University has a 'Women's Network' facilitated by a Deputy Vice Chancellor, and is also actively pursuing ATHENA SWAN recognition to ensure that the environment further supports gender and race equality.

All doctoral staff in the UoA supervise our doctoral and professional doctoral candidates, and are supported in this by a mandatory training course. As staff complete their doctorates, they join the supervision roster. Clear guidance on expectations of supervisors is published for all staff who supervise postgraduate researchers. All supervisors are required to undertake continuing professional development. Anglia Ruskin University runs workshops and an annual conference for supervisors. Compulsory training is provided for all Chairs of Vivas and for Convenors of Student Monitoring meetings. In the UoA we support a doctoral supervisors' forum which runs four times a year.

The Unit subscribes to the principles of the *Concordat to Support Research Integrity*. Our research is underpinned by the highest standards of rigour and integrity. The Faculty Research Ethics Panel ensures that research, by staff and students, complies with ethical guidelines. All research bids are internally peer reviewed, and undergo central formal risk assessment and full economic costing before approval by the Dean and final submission. Critical peer review and feedback are a key part

of our processes for maintaining research quality. Research groups and clusters drive academic rigour, and our institutional procedures support/reinforce these processes.

## ii Research students

During the REF period there were 49 doctoral completions (46 PhDs and 3 EdDs) supervised by the UoA (2008-13) as given in the table below:

Year	PhD degrees awarded	EdD degrees awarded
2008-09	18	0
2009-10	8	1
2010-11	9	1
2011-12	7	0
2012-13	4	1

There are currently 143 research students in the Faculty, of whom 79 are within the submitting unit. As part of capacity-building for the future, the research-based Professional Doctorate in Education (EdD) was revised and validated in 2011 and currently includes 53 students. A research-based Professional Doctorate in Health and Social Care commenced in 2011 and currently includes 12 students of whom two students are funded by the Multiple Sclerosis Society. We have 6 full time University-funded bursary PhD students.

All doctoral students have a minimum of two supervisors. All doctoral candidates and their supervisors take a learning agreement approach to student progress. With support from their supervisors, students prepare a Personal Development Plan each year analysing their training needs using Vitae's Researcher Development Framework (RDF). To support our research students, Anglia Ruskin University provides a mandatory, three-stage postgraduate research training course which includes training on writing their research proposal, ethics, intellectual property, academic presentations and writing, and preparing for the viva. Generic training is complemented by the Faculty's programme for research degree students and by a cross-Faculty methods programme delivered by academic staff. All students who teach must also take a three-day 'Learning and Teaching in Practice' course. Additionally, they are encouraged to take advantage of a range of opportunities to enhance their skills in preparation for work both inside and outside academia. Students can access a range of resources including:

- No cost face-to-face training courses run by the Human Resources Department.
- Online specialist research 'self-study' units hosted by Epigeum (a specialist online content developer).
- Our research student VLE site, contributed to by Professors and Readers, including video capture of keynote speakers.
- Our annual Research Students' Conference which provides an opportunity for students to present posters and papers and engage in critical review.
- A wide range of seminars, workshops and talks from internal and external experts.

Our University's Research Degrees Regulations and Equality Policy Framework reflect the Quality Code of the QAA. There is a yearly review of student progress (twice yearly in the first year for PhD students). Students are required to present their Personal Development Plan and a log of their supervisions at these meetings. The outcomes of monitoring meetings are reported to the Faculty Research Degrees Subcommittee and then at university level through the Research Degree Subcommittee. Students for a doctorate must also be successful at Confirmation of Candidature, in which the candidate shows they have the potential for a successful outcome at the doctoral level. We introduced 'Progress Platform' in 2013, a software package that tracks progress with information entered by both student and supervisory teams. Thus the monitoring and reporting data can be recorded in one central repository, improving information flow across the various offices responsible for research degree students.

Feedback from students participating in the Postgraduate Research Experience Survey (PRES) (2009, 2011, 2013) has shown that the student experience has improved significantly from 2008 - 2013. In both PRES 2011 and in 2013 our respondents rated their overall experience of their research programme at Anglia Ruskin more highly than the sector average.

#### d. Income, infrastructure and facilities

Following through our strategic aims from 2008, our UoA has made steady progress and has attracted £405,000 of external funding. Our key funding streams are from UK and philanthropic bodies, as well as a small but stable stream of funding from local authorities and the NHS. With the investment in senior research staff, more significant funding opportunities have been sought, for example with Waller's cross-Europe Suicide Prevention through Internet and Media Based Mental Health Promotion (SUPREME) project, with collaborators in Sweden, Estonia, Lithuania, Italy, Spain and Hungary. Hill is seeking additional funding for an already established international study of the impact of neoliberalism on teachers (itself the focus of one studentship doctoral student from Greece, and one visiting doctoral student from Turkey).

External income generation activity within the Faculty is led by our Deputy Dean for Income Generation and International Development who, together with the Faculty finance team, supports staff in the UoA to develop bids. The unit attracted in excess of £400,000 in the REF period. This reflects the change in culture and expectations of staff. Currently there is a relatively small number of staff leading on research bids, and plans have been developed to build capability amongst a wider team. Following the success of our Writing Retreats, a series of bid writing retreats are planned around developing skills for bid writing. Much funding has come from national sources, and our policy of employing staff already possessing a doctorate is starting to make an impact on the range, quality and diversity of staff bids, as is our encouragement of experienced staff to include more newer staff as part of the bidding process. As noted, we have had modest success with EU networks and funding. Institutionally, our Research, Development and Commercial Services (RDCS), comprising 36 staff, underpins the development of research, third stream activity, training and infrastructure. RDCS supports research by seeking funding opportunities, offering bid writing workshops and providing advice and guidance for accessing funding both internally and externally.

The University has also invested significantly in research development with a research enhancement fund, established in 2008, of £1,000,000 annually, with £1,250,000 set aside annually for the four-year period post-REF. The funding supports staff research development and the five research institutes, including CYRI and the PMI. Over the REF period there has been significant investment in improving our facilities and we have engaged in an extensive building and refurbishment programme (in excess of £20 million across this UoA) including new research staff accommodation with new clinical skills laboratories, and buildings and space for both the PMI and CYRI. The creation of our PMI has enhanced the existing sophisticated Nursing skills education facilities. Hosting these Institutes within the Faculty benefits both staff and doctoral students offering physical infrastructure for researchers, which includes quiet office space with 'hotdesks', printers and networked PCs and meeting rooms. University and Faculty funding supports PhD studentships and enhancement of staff qualifications and capabilities. There are two IT studios and two Faculty Learning Technologists (crucial for Holley and Sentance and their technology research) and an Early Years Research Resource centre, used as a pedagogic aid and for staff/student participative research by Luff, Knight and Kanyal. The library and its specialist staff are a key part of our research effort, both for staff and students. Additional support for the UoA has been achieved through the acquisition of funding for an Early Childhood Research Room and extensive high fidelity simulation facilities which provide unique facilities for exploring the role and effectiveness of simulation in practice-based learning for nursing students.

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

There are three main areas of contribution to the discipline: a) extensive editorial and reviewing work with journals, books, professional magazines and grant proposals; b) international networks and collaborations; and c) contribution to industry.

a) Editorial and reviewing work, for example: *International Journal of Early Childhood; Educational Action Research Journal; European Early Childhood Education Research Journal; British Education Research Journal; Disability and Society* (Waller); *The International Journal of*

*Learning, International Journal of Open and Mobile Learning* (Holley). Hill is founding editor of the *Journal for Critical Education Policy Studies* (JCEPS) and a member of the Editorial Board of seven other international journals in the field of critical/radical education. Hill organises the annual International Conference for Critical Education (ICCE). Wright is on the editorial board of the *Educational Action Research Journal*. Our nurse educators have a high profile through editorial and review activities, for example, International Editorial Board for *Nurse Education Today* (Taylor) and *British Journal of Nursing* (McVicar); Methods Editor for *Contemporary Nurse* (Andrew). Andrew reviews for highly prestigious nursing journals, for example, the *International Journal of Nursing Studies*, *Journal of Advanced Nursing* and *Journal of Clinical Nursing*, and for methodological multidisciplinary journals (*Journal of Mixed Methods* and the *International Journal of Multiple Research Approaches*).

b) There are over 20 established collaborations and networks, many of them international, supporting effective relationships with 'near market' research users, including collaboration with public, private and voluntary sectors, for example:

- Knight, Davis and Waller's partnerships with local authorities in Essex, Cambridgeshire and Northamptonshire.
- Holley, Andrew and Waller's EU partnerships.
- Advisory Group Member for Scottish Government International Development Fund Malawi curriculum project; RCN Education Committee Forum committee member (Taylor).
- Royal College of Nursing (RCN) East of England Research Society Chair (Andrew).
- Waller is the Founder of a Special Interest Group for Outdoor Play, European Early Childhood Education Research Association and collaborates with 92 key practitioners within this area.

We have recently expanded our international links through a Visiting Professor from Tampere, Finland; and Professor Lilian Katz from University of Illinois and Erasmus-funded Professorial and senior lecturing staff from the Universities of Athens and Ankara. Andrew, lead contact for Anglia Ruskin University, is among a small group of organisations that are on the NHS approved supplier list and are able to submit funding bids within the Education Outcomes Framework Development Programme. Additionally, Andrew undertakes methodological research and evaluation for external bodies, for example the Health Innovation and Education Centre (HIEC), North East London, Central London and Essex Region (NECLES), which attracted £11,529 of funding. Holley is capitalising on a series of smaller technical bids and leading the work on a Horizon 2020 cross-national study on mobile and e-learning, and has been awarded a sabbatical in 2014 to develop this work further. The UoA has established Erasmus links with 12 partners and plans to capitalise on these links in the post REF period.

c) The UoA has been creative in accessing University 'Enterprising Academic' funding to pump prime more significant research. Industry links have been developed by Sentance, working with Google Microsoft developing .net gazetteer and Microsoft to develop materials for Computing in Schools. These links fed into a series of continuous professional development days and oversubscribed week-long intensive summer computing workshops 'Computing for Girls' and 'Python for Programmers' to support the emergent Government policy in this area. Holley worked with industry to pilot a virtual world training resource; this led to a successful £90,000 bid with a local SME. Wright worked with the London Early Years Foundation to support their work on increasing male entrants to childcare. Such worked with private nursery providers in Cambridgeshire on staff recruitment and retention in early years and Luff evaluated the training programme of Early Excellence, a national training organisation. Excellent use of University Central Funding has been made for developing our international research, especially the Research Enhancement and European Preparatory Grants Funds, as evidenced by Waller (2011), Andrew (2012) and Holley (2013).