

Institution: University of Derby
Unit of Assessment: 25 'Education'
<p>a. Overview</p> <p>(i) The two research centres within the School of Education</p> <p>The School of Education is one of three schools within the Faculty of Education, Health and Sciences. The School of Education has established two research centres which reflect the breadth of academic enquiry within the School.</p> <ol style="list-style-type: none"> 1. The Centre for Educational Research (CER) which is directed by Professor Dennis Hayes and has a focus on innovative research into aspects of higher education including developments in teaching training, the contested role of emotions and therapeutic approaches to student learning and pedagogy and ethnic minoritisation. There are five research clusters. These are the Changing Higher Education Research Cluster (CHE), Early Years Research Cluster (EYRC), European Gypsy, Roma and Traveller Research Cluster (EGRTRC), Special Educational Needs Research Cluster (SENRC), and The Arts in Society, Therapy and Education (TASTE). 2. The International Centre for Guidance Studies (iCeGS) which is directed by Dr Tristram Hooley (Reader in Career Development). Members research, evaluate and develop good practice in advice, guidance and career development in all sectors of education as well as in the workplace. iCeGS has five professional research staff and functions as a commercial research unit with an annual turnover of around £400,000. <p>(ii) The University and Faculty Committee structure</p> <p>There is a three tiered Committee structure. The Faculty operates a Faculty Research and Research Degrees Committee (FRRDC) which has responsibility for the research environment and postgraduate research activity within the Faculty. This Committee meets twice each term and reports to the University Research and Research Degrees Committee (URRDC). The Chair of each FRRDC is a member of the University Committee which in turn reports to Academic Board. University research strategy is proposed by URRDC and approved by Academic Board. Working consistently with the University Research Strategy, the Faculty devises and agrees its strategy and sets out a three-year rolling strategic plan which is managed and implemented by the Faculty Research Leadership Team.</p> <p>(iii) The Faculty Research Leadership Team</p> <p>Since 2009, the Faculty has operated a Research Leadership Team (FRLT) to manage the faculty research activities. The membership comprises the Faculty Head of Research and Commercial Development and representatives from Health, Education and Sciences and the Postgraduate Tutor. The FRLT meets monthly.</p>
<p>b. Research strategy</p> <p>(i) Progress in the REF 2014 period</p> <p>In 2007, the Faculty decided that research in Education was insufficiently strong to make a submission to RAE 2008 but firmly resolved that, with the implementation of an appropriate Faculty Strategic Plan, submission to REF 2014 would be an important objective. The Faculty devised a strategic plan (2009) to increase research productivity and dissemination, strengthen postgraduate research training, provide professional development support for early career researchers and attract external funding for research. In implementing this plan the Faculty has been supported by the wider University.</p> <p>The following key objectives of the 2009-12 strategic plan were achieved:</p>

Environment template (REF5)

- Every member of academic staff belongs to a University recognised centre or group.
- Members of academic staff usually present one paper each year at a seminar or conference.
- Mentoring support is provided for staff to prepare strong applications for the University's Research into Learning and Teaching Fund (RLTF) grant scheme for small research projects
- The research and evaluation work of iCeGS is more fully integrated within and across the School of Education. The iCeGS team provides support and training across the Faculty.
- A Faculty Postgraduate Research Student Forum has been established for the benefit of all PGR students.
- A Faculty Graduate Centre physical and on-line environment in which postgraduate students can interact is successfully operating on-line.

In 2013, the Faculty decided to create a new research strategy which flows from the University Research Strategy. This is expected to enable the School of Education to make a further advance.

(ii) Faculty Research Strategy 2013 - 2015

Over the next three years the Faculty aims to:

1. Increase productivity, dissemination and the standard of research and raise the profile and reputation of the disciplines.
2. Achieve full academic staff engagement and provide professional development for academic staff.
3. Continue to build a thriving postgraduate environment with innovative PGR and PGT programmes
4. Ensure the very best research training experience
5. Ensure that researchers engage with external networks, commerce and industry achieving increased and sustainable growth in research income

The Faculty aims to increase research publications by 10% in each year. It also plans to engage more with the visiting professors and fellows to maximise the benefit of their input to the Faculty. The Faculty also intends to organise a forum for each REF unit of assessment to celebrate and inform the wider Faculty and external stakeholders of the range and quality of its research publications, environment and impact. The Faculty will also ensure the effective promotion of staff individual research and scholarly profiles through the University's web presence. The Faculty intends to build into all research work in the new strategy cycle, the systematic collection of impact evidence as an integral part of future planning for the next REF and as a growing Research Council emphasis.

The Faculty plans to agree mechanisms to develop themes with associated foci for the pursuit of external funded research, either alongside or in place of existing research centres and groups. The faculty aims to increase external research income by 10% each year and secure at least one Knowledge Transfer Partnership each year. Faculty speed dating lunches will facilitate wider sharing of research expertise. The Faculty will develop and implement proactive systems for the identification and dissemination to key staff of information on deadlines for relevant external grant applications and build an active engagement with at least one external organisation/network each year in relation the themes. Finally, the Faculty plans to integrate and improve the effectiveness of the administrative support for research and income generation.

c. People: Staff strategy and staff development**(i) The professional development of staff: Academic Practice in Research**

The School believes that its strategy in relation to the recruitment and professional development of academic staff is the most critical part of the research strategy. All new academic staff appointed to the School are expected to contribute to academic research and this is a *requirement* of staff engaged with postgraduate teaching. All academic staff will be encouraged to take advantage of the opportunity to enrol for programmes or individual modules in the University's Academic Practice in Research Programme (revalidated 2013) which is administered by the School of Education. The programme enables staff to take tailored programmes or select individual research

skills modules which exactly meet the professional needs of staff. Examples of the eight assessed credit based research skill modules include *Research Supervision* which is mandatory for those who have not supervised before and *Research Leadership, Risk and Enterprise* which is relevant for post-doctoral early career researchers. In addition the University is offering a series of six Advanced Practice in Research workshops in autumn 2013. This is open to all researchers across the University. Each one is facilitated by a leading authority in the University.

(ii) Sabbatical scheme and secondment

The school also has two significant school-specific plans. Firstly, the School plans to develop a competitive research **sabbatical scheme** which allows one or two members of staff each year to apply for a one-semester sabbatical in the following year for the purpose of preparing research outputs. Secondly, the School plans to develop a scheme for the regular **secondment** of school staff. In addition, the School will draw upon the expertise in iCeGS to mentor other areas and increase the School's capacity in both research productivity and income generation. The School also plans strategic investments in senior appointments (readers and professors) help develop the research culture.

(iii) Seminar series in research clusters

Further staff development is undertaken through the research clusters. Activities include seminars, lunchtime meetings and group support for research bidding, writing and publication. The Post-Graduate Studies team away days alternate between research matters and workplace issues. Recent research topics have included 'What makes good quantitative educational research?' (with Professor Stephen Gorard of the University of Birmingham) and a workshop on writing research-based articles for the press (with Bill Carmichael of the University of Sheffield).

(iv) Visiting academic input to the Centre for Educational Research (CER)

This Centre has a number of visiting professors and visiting research fellows who support the research activities. As well as Professor Saeda Shah (Muslim Education) and Professor Debs McGregor (Education Management), three new Visiting Professors were appointed in 2012. These are Professor Michael Young, the distinguished sociologist of education; Professor Tom Burkard, author of many influential policy papers including *Troops into Teachers*, and Professor Steve Chinn, who is an expert on special educational needs and the teaching of mathematics. In addition there are four visiting research fellows, Dr John Coxhead, Rania Hafez, Katie Ivens and Robert Whelan. All of the visiting professors and research fellows have taken an active part in university life, giving lectures and supporting research bids. The Centre hosts an annual 'Professionalism Conference' sponsored by the Standing Committee for the Education and Training of Teachers (SCETT). Over the last four years keynote speakers have included Professor Richard Pring, Professor David Carr, Professor Christopher Winch, Professor Gay McCulloch and Professor Stephen Brookfield (See www.scett.org.uk).

(v) Visiting academics to the International Centre for Guidance Studies (iCeGS)

iCeGS has one visiting professor, Professor James P. Sampson Jr. (Professor of Psychological Services, Florida State University). In addition there is a network of national associates who meet regularly. (See <http://www.derby.ac.uk/icegs/staff-and-associates/icegs-associate-network>)

(vi) Research students: The focus on the development of research methods and skills

There are currently 118 students enrolled on the Doctor of Education (EdD) programme and a further eight PGR students enrolled for the Doctor of Philosophy (PhD). PGR provision in the Faculty is managed by the Postgraduate Tutor and the Programme Leader of the EdD. Over the REF 2014 period the School of Education has played a major part in the University strengthening of postgraduate research training provision. Focus has been placed on the systematic development of skills in research methods and generic research skills. In 2008 the University created six assessed credit-bearing research skills modules and one research methods module for PhD students, all delivered online for flexibility of access. The programme is supported by a two-day introductory class-room based workshop which is offered at the beginning of every term in order to give new students an initial class-room interface with tutors. Additionally, students may arrange individual face-to-face tutorials with the tutors. This provision is administered for the University by the School of Education and aims to ensure that students meet the standards set

Environment template (REF5)

down for PG research training by ESRC.

(vii) The New Route PhD

Recent first time graduates are advised to take the New Route PhD which has two stages. The first stage involves successfully completing the full set of research skills and research methods modules and submitting a thesis for the Master of Research Degree. This degree is awarded on successful completion of Stage One. In the second stage the students continue their research submit a major thesis for the award of PhD. Students with master's level research experience gained elsewhere may take the Traditional Route. These students must attend the two-day workshop and they have access to all the online research skill module materials.

(viii) International students: enhancing academic English

In addition the University has organised Enhancing Academic English classes for its international PGR students. All international students are required to participate in two six-week series of classes with two 2-hour sessions each week (total 48 hours). The tutor ensures that all classes are set in a PGR context and they are very popular. These classes have pleasingly contributed to the sense of PGR community in a way not anticipated in advance.

(ix) The Doctor of Education programme

The EdD programme was reviewed and revised in January 2010. As a consequence of the revision the research skills development was significantly strengthened with the introduction a substantial module bearing 60-credits at Level 8 provided in the second year, in which students carefully evaluate the research methods to be employed in their own research project. The students are researching a wide range of topics including the student as consumer, academic freedom in UK universities, the future of teacher education and vocational education development in the Middle East and Africa. The programme team deliver a year-long programme of workshops seminars and 'drop in' events and offer a popular session at the annual 'Professionalism Conference' at which EdD students can present examples of their work in progress. The Postgraduate Tutor organises well attended student discussions and has established a lively and informative 'Doctoral Discussion Group' on Facebook.

(x) Creating a stimulating PGR environment

There have been a number of important developments since January 2008. These include:

- The re-equipping of two large PGR offices to accommodate about 40 FT students and also provide hot-desk facilities for PT PGR students;
- Termly meetings between PGR students and the Head of Research to discuss any issues and exchange information;
- Joint PGR – Research Office code of practice for conduct in the office which is working well;
- The organisation of PGR Network events once each term to help PGR students mix across the different disciplines;
- The introduction in 2009 of the Annual New Horizons PGR Conference which is sponsored by the University but entirely organised by the PGR students. Each year about 20 to 24 students present their research and in the order of 90 students attend and participate;
- The introduction in 2010 of the University Conference Grant Scheme to enable PGR students who not in receipt of a studentship, to apply for a grant to the value of up to £250 to present a research paper at a conference. About eight awards are made each year;
- The greater participation of PGR students on the University Research and Research Degrees Committee. They are currently involved in plans to reconfigure and upgrade the PGR office accommodation;
- The opportunity to help organise and participate in the East Midlands Universities New Perspectives PGR Conference which was hosted by the University in September 2013. Seventeen students attended with several presenting papers and one chairing a session and participating in the organisation of the Conference which attracted 120 PGR students from across the East Midlands.

(xi) PGR Student Satisfaction

PGR student satisfaction has been monitored by inviting PGR students to complete an anonymous questionnaire in July each year. There has been a consistent incremental improvement in the level of satisfaction throughout the REF 2014 period. In July 2008, 30% regarded their experience as excellent, 78% regarded their experience as good or excellent and 98% were satisfied. In July 2013, 36% regarded their experience as excellent, 91% regarded their experience as good or excellent and 100% were satisfied.

d. Income, infrastructure and facilities**(i) External Research and Research Related Income**

2008-2009: £40,294 (Research and Consultancy)

2009-2010: £164,747 (Research and Consultancy)

2010-2011: £156,545 (Research)

2011-2012: £212,325 (Research)

2012-2013: £234,338 (Research)

An Example: Total Income from Research Projects in the *calendar year 2012* was **£253.422**. Here is a breakdown by project:

- UKCES: Employer Progression Practices: £14,675.
- Derby City Council: Research Proposal: Derby City Area Coordination Programme: £10,000.
- Kent County Council: Careers Work in Schools: 'Identifying exemplars – overcoming barriers': £7,450.
- HEFCE: Research and Development of Practical Resources to Support Widening Participation: £53,500.
- Enthusiasm Trust: Enthusiasm: Impact Research: £11,850.
- HEFCE: Evaluation of KIS and Unistats: £23,850.
- UDC: Research for the high impact apprenticeships work based learning tutors programme (Part 2): £36,000.
- Chwarae Teg: The Provision of Gender Research: £13,120.
- Vitae: HR Excellence for Researchers: £11,325.
- Brightside Trust: Evaluation of e-mentoring: £27,500.
- Greater Birmingham and Solihull LEP: Development of City Skills Plan: £44,172.

(ii) Faculty administrative support

The Faculty has four administrative staff working on research support: Naz Imran (REF Admin); Helen Lord (Faculty Research Support); Cath MacCombe (Finance) and Priya Makwana (Research Ethics and Governance).

(iii) The School involvement in coordination research ethics approval

The School of Education plays a leading role in the oversight of research ethics practice across the University. The University Research and Research Degrees Committee has one subcommittee which is the University Research Ethics Committee (UREC) chaired by Jo Hutchinson (iCeGS). This committee liaises subject specific ethics committees which have responsibility for giving ethical approval for all research projects undertaken by staff and by research students.

(iv) The University Research Office

The University Research Office provides the administrative support for all postgraduate research students from the moment of first enquiry through to completion. The operation of a single office to serve the needs of all PGR administration across the University (since January 2012) has brought tangible benefits to the efficiency of enrolment, monitoring and assessment arrangements for EdD students.

(v) The University Research for Learning and Teaching Fund

Since 2007 the University has operated a *Research for Learning and Teaching Fund* with a value of about £225 k. The fund provides one-year grants of up to £5,000 for approved research projects through a competitive application process. The Panel awards approximately 50 grants each year and it undertakes an audit of all funded projects in the following year and provides a summary report for Academic Board and the faculties on the outcomes of the funded research and the benefits for learning and teaching.

e. Collaboration and Contribution to the Discipline or Research Base
(i) Journal Editorship

Dr Tristram Hooley is the editor of the *Journal of the National Institute of Career Education and Counselling* and is on the editorial board of the *British Journal of Guidance and Counselling*. He is currently editing a special edition of the latter on online practice.

Professor Tony Watts is on the editorial boards of the *British Journal of Guidance and Counselling*, the *International Journal for Educational and Vocational Guidance* and the *Australian Journal of Career Development*.

Full details of all iCeGS research papers and reports can be found on the Centre's web page: <http://www.derby.ac.uk/icegs/publications>

iCeGS also hosts an annual lecture for associates and the wider public: <http://www.derby.ac.uk/icegs/publications/icegs-annual-lecture-papers>

Professor Dennis Hayes has been on the editorial board of the *Times Higher Education* magazine since it was founded. He edited a special edition of the *British Journal of Educational Studies* on Academic Freedom and is the editor of a new series of peer reviewed short monographs and papers to be published by Academics For Academic Freedom.

Dr Chris Wakeman is on the editorial board of the British Educational Studies Association journal *Educational Futures*.

Professor Des Hewitt is Executive Editor of the *International Journal of Innovation in Education*. Hewitt researches classroom learning and is the author of *Understanding Effective Learning: strategies for the classroom* (McGraw Hill, 2008). Shelton researches into boys and behaviour and is the author of many papers and co-author of *Effective Behaviour Management in the Primary School* (Open University Press, 2009)

Dr Anne O'Grady is a former researcher with the National Institute for Adult and Continuing Education (NIACE) and is the author of many reports. Her most recent publication is *Lifelong Learning in the UK* (Routledge, 2013).

(ii) Invited Research Seminars

Selected Keynotes given by Dennis Hayes:

- The therapeutic cycle in post-compulsory education, CETL Annual Conference, Oxford Brookes University, 9 July 2008.
- The McDonaldization of Education, Waterford Institute of Technology, Ireland (Public Lecture), 12 January 2009.
- The Challenge of Learning Development, the 6th annual symposium of the *Learning Development in Higher Education Network* (LDHEN) Monday 6 April 2009, Bournemouth University.
- The Challenges of Educating Professionals in Current Times, Annual Staff Development

Environment template (REF5)

Day, Department of Education, University of Nottingham, 13 July 2012.

- The McDonaldization of Higher Education – a series of regular lectures to Vice-Chancellors from AZAD (Iranian), Indian and Chinese Universities (8 Lectures in 2010-13) University of Oxford.

Selected Keynotes given by Tristram Hooley

- Careering through the web, International Association for Educational and Vocational Guidance, Bangalore India, 11 October 2011.
- Careering through the web: Policy and technology in careers services, Cannexus Conference, Ottawa, Canada, 21 February 2011.
- The role of social media in career development, National Centre for Guidance in Education, Dublin, Ireland, 15 May 2012.
- Understanding best practice in widening participation and university outreach, HEFCE Conference, London, 18 December 2012.
- The future of career education and guidance in England, *The Spectator* 'Skilling Britain for the 21st Century' Conference, London, 23 May 2013.

Selected Keynotes given by Tony Watts

- Career development learning and work-integrated learning: a conceptual perspective from the UK, National Association of Graduate Careers Advisory Services, Melbourne, Australia, 19 June 2008.
- Policy issues relating to the use of ICT in lifelong guidance, Sixth European Conference on e-Guidance, Riga, Latvia, 17 September 2009.
- The role of the European Union in the field of career guidance: a historical review, 'Career and Vocational Guidance in a Rapidly Changing World' Conference, Prague, Czech Republic, 3 November 2010.
- Global perspectives in effective career development practices, Career Curriculum Framework Forum, Melbourne, Australia, 3 December 2010.
- Lifelong career development in an international perspective: theory, policy and practice, International Networking Conference, CH Foundation for Swiss Co-operation, Zurich, Switzerland, 14 September 2012.
- Current issues and future directions on career education, International Conference on 'Current Issues and Future Directions on Career Education in OECD Countries', Seoul, South Korea, 31 October 2012.

(iii) Participation in Peer Review Processes

Professor Dennis Hayes peer reviews for many journals such as the *British Educational Research Journal*, *British Journal of Educational Studies*, the *Journal of Philosophy of Education and Society and Culture*. He has reviewed major projects for the ESRC and was an EPPI Centre reviewer from 2005 onwards and is an academic manuscript reviewer for Routledge, Continuum, the Open University Press and many others.

Professor Des Hewitt peer reviews for the *International Journal of Innovation in Education*; Sage Books, and papers for the European Conference on Educational Research (ECER).