

<p><b>Institution: UNIVERSITY of WEST LONDON</b></p> <hr/> <p><b>Unit of Assessment: 25 EDUCATION</b></p> <hr/> <p><b>a. Overview</b></p> <p><i>The Institute for Teaching, Innovation and Learning (INSTIL) was founded in 2009 as an interdisciplinary entity to encompass and expand upon the translation of knowledge, innovation and practice generated by the former Centre for Research in Tertiary Education (CReaTE), into strategic plans for all eight Schools of the University. Critical to the research co-ordinated by INSTIL, and specifically its INSTIL Education Research Group (INSTIL ERG), has been the development of cognitive-specific research projects seeking to drive the application of education-practice into areas such as 'education in a global context' and 'socio-emotional development'. Professor Joëlle Fanghanel leads INSTIL ERG's research programme. INSTIL ERG comprises three sub-groups that conduct research on socio-emotional wellbeing within education, student social identities, and the impact of contexts on professional and curricular practices and academic identities. In addition to the members of staff whose research is positioned directly within the sub-groups, the expertise of other University colleagues contributes to the work of INSTIL ERG through research activities e.g. publishing, mentoring, bid writing, postgraduate research student supervision and training.</i></p> <p>Across the Research Excellence Framework assessment period, strategy has been, and continues to be, informed by the University's Strategic Plans (2008-2013 and 2013-2018), and by the University Research and Scholarship Strategy (2008-2013 updated October 2010). INSTIL ERG is strongly supported by the University's <i>Institute for Practice, Interdisciplinary Research and Enterprise (INSPIRE)</i>, established in August 2011 under the leadership of the Senior Pro Vice-Chancellor (Research and Enterprise), and through which research-related activities and the PhD infrastructure are overseen. INSPIRE, with the unequivocal aim of directly supporting the aforementioned University Research, Scholarship and Enterprise Strategy, provides academic leadership and support to interdisciplinary research through its team of senior researchers (reader and professorial appointments), with expertise relevant to each of the academic areas of the University. Additionally, INSPIRE provides a research office infrastructure (formerly undertaken by the Graduate School) and environment supportive to the development of all doctoral students and research-active staff. Through this infrastructure, INSTIL ERG contributes to the strategic direction of the University and exemplifies a fully participatory research culture in which the educational and pedagogical expertise, from all Schools and Colleges of the University, is nurtured, synergised and disseminated to both internal and external stakeholders.</p> <hr/> <p><b>b. Research strategy</b></p> <p>Research, developing knowledge and innovation supportive of teaching, learning and individual development, is embedded across all academic schools of the University under the leadership of INSTIL and supported by INSPIRE. Both INSTIL and INSPIRE have been established by the University in the last five years specifically to support and implement actions embedded within the University Strategy (2008-2013) and the University Research, Scholarship &amp; Enterprise Strategy (2008-2013) which clearly articulate the aim to:</p> <ul style="list-style-type: none"> <li>• Create and sustain a lively and growing research and enterprise culture across the University that all academic staff engage with;</li> <li>• accelerate the development of research capacity and capability and scholarly activity at the University;</li> <li>• increase the attractiveness of the University to potential students, staff, employers, funding bodies, and other potential stakeholders as an institution known for its pursuit of excellence in applied, pedagogic and practice-based research;</li> </ul>
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- maximise the potential for knowledge generated within the University to be translated into solutions addressing contemporary issues regionally, nationally and internationally.

**Within the research environment described, the objectives and deliverables relevant to this unit of assessment for the current assessment period, are aligned to the University strategic aims and have been threefold:**

- Development and enhancement of stakeholders' engagement and conducting research supportive of the aims of INSTIL through the creation of sub-themes in: socio-emotional well being within education; student social identities, and the impact of contexts on professional and curricular practices and academic identities;
- development and enhancement of the aforementioned research activity through internal and external funded research projects;
- supporting an increase in research capacity in both UoA specific AND institutional research capacity by expanding the doctoral provision, and providing opportunities for academic staff research development.

**Evidence of INSTIL ERG achievements as measured against the stated priorities include:**

- Establishing research sub-themes as described in the priorities which have generated sustained research outputs, both eligible and ineligible for this submission (number of outputs shown in brackets):
  - Socio-emotional well-being within education (9)
  - Student social identities (14)
  - The impact of contexts on professional and curricular practices and academic identities (63).
  - Use of technology in teaching (21)
  - Information literacy (5)
- Maturing the socio-emotional well-being in education to a sufficient standing that in April 2013 the University acquired the intellectual property and became the physical location of "Pyramid" the organisation which implements nationally the intervention described within REF 3b. The John Lyon's charitable trust provided £90,000 over three years to support the integration of this activity.
- Maximising the potential of investment made by the University through "pump-prime" funds to develop the aforementioned activities that subsequently have attracted the award of educational research funding externally from ESRC, HEA, and the Centre for Excellence in Professional and Placement Learning.
- Increasing institutional research capacity and growing doctoral supervision capacity via new staff appointments and supporting existing staff to complete PhD study. From the previous RAE when the University had no PhD students in education, three education doctorates have been awarded; four students are currently completing their PhD studies, and seven Masters in teaching and learning awards have been made.

**The full potential of INSTIL ERG**, and indeed the wider University research environment, is rapidly emerging. The University Strategic Plan (2013-2018) – Ambition 2018 makes explicit the University's commitment to producing '*impactful research which can benefit people, society and the economy*' (p3). The future direction of educational research in practice informs INSTIL ERG's main research objectives for 2013-2018 which are to:

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- *Further develop the existing University-wide inclusive approach through stronger links between research and teaching:* delivered through the creation of additional discipline/mode specific sub-themes e.g. education research in practice in the creative industries and mobile pedagogies;
- *Consolidate the focus on life-long examination of education:* delivered through the ability to access research support and leadership provided by INSTIL and other relevant elements of the University remotely;
- *Increase the interaction with users of research and other collaborations:* delivered through the integration and consolidation of “Pyramid” within the University and by expansion of the number of local authorities taking part in the scheme nationally (to 32 by September 2015 and 44 by September 2016) and the number of countries taking part to four by the end of 2016.

**The overarching priority for INSTIL ERG activity** is to contribute to the ambitious University research-linked key performance indicators for 2018 in the areas of:

- Number of research publications of a minimum of national relevance;
- Value of research bids submitted and awarded;
- Percentage of academic staff with a doctorate;
- Number of registered MPhil/PhD students.

Monitoring of progress and delivery towards these targets is through the reporting of annual data using the current governance structure namely the University Research, Scholarship and Enterprise Committee via the School and College Research, Scholarship and Enterprise Committees and the INSPIRE Management Group.

**INSTIL ERG research topics moving forward** will continue to be focused on the successful research of the three existing sub-groups i.e. socio-emotional well-being within education, student social identities, and the impact of contexts on professional and curricular practices and academic identities. School-based research is a key area for development as evidenced by the recent appointment of two new members of psychology staff with specialist interests in school-based research. The work of these staff will be nurtured to complement and extend the current school-based Pyramid research programme. This school-based focus opens up the potential for new funding streams of strategic importance to INSTIL ERG.

At the same time, to consolidate its national profile, INSTIL ERG has continued to include external partners. Both INSTIL and INSPIRE benefit from the support of visiting Professors. For example INSTIL, has two visiting professors, Professor Roger Brown and Professor Ron Barnett, who contribute actively to the group and beyond, and regularly hosts international visiting academics. In 2012, Dr Carolina Guzmán-Valenzuela, from the University of Valparaíso, Chile, was based in INSTIL for three months. She carried out research on academic identity based on the work of INSTIL and gave seminars to the academic community. Professor Fanghanel has a visiting Professorship at the Institut Français de l'Éducation, Ecole normale supérieure de Lyon, and external expert advisor roles at Institut de Pédagogie et de Soutien à l'Enseignement (IPSE), Laboratoire Education, Cultures, Politiques, Université Lumière Lyon 2 and Université de Lyon.

### **Summary plans for period 2014-2018:**

- Increase publication rates in high impact journals;
- Increase visiting appointments and exchanges;
- Continue with topics covered within the 3 sub-groups and recruit new staff with reference to those areas of specialism;
- Develop research into the use of technology in relation to the student experience to respond to the new university strategic direction; foster collaborative work with computer science internally and externally;

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- Continue to focus on user-engagement and further explore impact on users;
- Continue to apply for funding to the main relevant research councils, and other funding organisations, and develop European collaborations to access European funds;
- Develop a strategy to access funding from employers to support the planned increase in PhD studentships;
- Evaluate the effectiveness of the existing research development programme for PhD students;
- Develop PhD cohort-based provision for Educational Research.

**c. People, including:****i. Staffing strategy and staff development.**

The University adopted a new *Academic Employment Framework* in August 2013. Its 'career family' approach to academic contracts enables all academic staff to have support ie. 'balancing their outputs according to their development, duties and responsibilities for each academic year' (p23). Fundamental to supporting the development of a culture supportive of research is the integration of local (department/school) and University-wide (INSTIL/INSPIRE) knowledge, expertise and resource.

Over the assessment period, the University has rationalised to ensure all activities and staff appointed to support this, meet with a whole University approach. INSTIL and INSPIRE were created as part of a strategy which saw dissolution of faculties in favour of a flat, eight academic school structure. A significant advantage of this approach has been the accessibility of central resources to support all academic areas. For example the 22+ permanent academic and support staff including six professors within INSTIL and INSPIRE (all new appointments since 2008) also hold embedded roles within each of the schools whilst vice versa all members of University academic staff hold affiliate positions aligned to a research interest in INSTIL and/or INSPIRE. As a consequence all, and not just those whose research is submitted as part of this unit of assessment, are encouraged to undertake broad-based education research; in many cases this is in addition to their own research interests that may be in domains beyond education.

INSTIL ERG members hold long-term contracts with the University and include both full and part-time staff. The demographic profile is predominantly female. Recent appointments have been of more early-career stage staff (e.g. Dr Liory Fern Pollak, Dr Rosemary Stock) than those being submitted to the UoA, thus contributing to the unit's succession plans and sustainability of the overall education research programme. Support for staff to become active researchers includes time to take the Postgraduate Certificate in Academic Practice with its embedded pedagogic research project; postgraduate training in research methods; opportunities for staff to publish in VISTAS (the University research journal launched in 2011) and to present at seminars and conferences including the Annual Teaching & Learning and MPhil/PhD conferences.

**ii. Research students.**

The University has sought to balance an increase in the number of registered MPhil/PhD students in Education with supervisory capacity and specialist subject alignment. The subjects covered by students currently conducting educational research include extending the evidence-base for the Pyramid project (an impact case study for this submission to UoA25), and research on collaborative provision within the UK HE, experience of international students, and art education. INSTIL ERG ensures the quality of training and supervision of postgraduate research students through adherence to the University's *Code of Practice for Research Students and Supervisors* (approved by the University Research Degrees Sub-Committee, October 2011). The *Code of Practice* is intended to 'provide a framework for research in an atmosphere of scholarship and collegiality enabling students to complete their degrees successfully within the time limits' (p1). It makes explicit the responsibilities of students and supervisors and provides examples of good supervisory practice. More formal requirements are provided by the University's Research Degree regulations.

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Postgraduate research students are supported academically through the appointment of two supervisors including at least one subject specialist. The appointment of additional external supervision is possible. Pastoral support is provided through the University's central student support services. Students and supervisory staff are supported administratively through the Research Office in INSPIRE. Research training is aligned with the *VITAE Researcher Development Framework* thus affording support to students and staff with the development of postgraduate research and employability skills. There are regular evening research seminars where students and staff share experiences.

During the period covered by this assessment the University has supported research activity through the award of Vice Chancellor and Graduate Scholarships. INSTIL ERG has benefited greatly from the award of two Graduate Scholarships to MPhil/PhD students. As a result of this funding, the culture of postgraduate research has further imbued teaching practice through the teaching input of the graduate scholars. The staff submitted to this UoA all contribute to doctoral programmes within Education and other specialist areas by direct supervision of MPhil/PhD students and by contribution to taught components of the University's MPhil/PhD training and specialist workshops. Specifically, Professor Joelle Fanghanel supervises two education doctorates. Dr Pauline Fox and Dr Maddie Ohl, with Professor Kathryn Mitchell as Director of Studies, supervise Michelle Jayman's research of the school-based Pyramid intervention. Dr Jannie Roed is supervising research on structure and agency among female offenders from the perspective of art education. Dr Pauline Fox also contributes to the wider doctoral programme through supervision of health-related research.

**d. Income, infrastructure and facilities**

Across the REF assessment period, INSTIL ERG has been successful in securing external research income to support the work of its sub-groups:

- i. Ohl, M., & Hughes, B. (2013). *The Pyramid Project*. The John Lyon's Trust (£90,000).
- ii. Greaves, L. (Principal Investigator). (June 2012- June 2013). *Feedforward for informed learning (FfiL)*. JISC Embedding Benefits Call (£5,000).
- iii. Greaves, L. (Principal Investigator). (2011-2012). *Learning journeys: supporting learner digital literacy acquisition with 1st year West London Business School undergraduate students*. Higher Education Academy National Discipline Workshop & Seminar Series (£1,000).
- iv. Greaves, L. (Principal Investigator). (July 2010-July 2011). *Anytime learning literacies environment*. JISC Funded Learning & Teaching Innovation Grant (£50,000).
- v. Fox, P., Lozinska, J., Ohl, M. & Adams, J. (2010). *Creating podcasts to support psychology students' work experience and employability*. Higher Education Academy Psychology Network: 2009-2010 (£750).
- vi. Fox, P. (2008). *Using placements to develop psychology students' applications for jobs and further training: an e-learning resource*. Centre for Excellence in Professional and Placement Learning CETL, University of Plymouth: 2008-2009 (£6,411)
- vii. Lido, C. (Principal Investigator) (8/2008- 7/2009). *Key statistical skills surgeries for a widening participation student population*. West London Lifelong Learning Network (£10,000).
- viii. Lido, C. (Co-applicant with Professor Mary Stuart as Principal Investigator based at Kingston University). (11/2007- 6/2009). *The impact of social identity and cultural capital on different ethnic student groups at university*. ESRC Research Grant (£79,814 with 10% coming to the University).

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- ix. Lido, C. (Co-applicant with Professor Mary Stuart as Principal Investigator based at Kingston University and Professor John Field, University of Stirling). (9/2007-9/2008). *Student diversity, extra-curricular activities and perceptions of graduate outcomes*. Higher Education Academy (£27,581 with 54% coming to the University).

INSTIL ERG has successfully competed for internal institutional funds for research development from INSPIRE i.e. funding of Graduate Scholars, conference attendance, and support for the development of the Pyramid intervention. INSPIRE has its own management group of which Professor Joelle Fanghanel and Dr Pauline Fox are members; they can thus influence strategic direction and implementation of research. INSPIRE also provides a physical research space for all staff and postgraduate research students which provides a welcoming and well-equipped area where staff and postgraduate students can meet to discuss research with each other and with the INSPIRE Professors and Readers.

The University Research, Scholarship and Enterprise Committee (URSEC) meets termly and is chaired by Professor Woodman in his capacity as Senior Pro Vice-Chancellor (Research and Enterprise). URSEC receives reports on issues of University-wide interest. The Schools and Colleges submit termly updates and an annual report of their research, enterprise and scholarly activities. URSEC also advises on research governance within the individual Schools. It oversees metrics for research and key performance indicators (KPIs) and their fitness for purpose in context of the University's Strategic Plan. Both Professor Fanghanel and Dr Fox are members of URSEC. A University Research Degrees Sub-Committee scrutinises progression by postgraduate research students from registration to MPhil status and onward to doctoral (PhD) completion.

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

INSTIL ERG contributes to the discipline and the discipline's research base through its national and international engagement. Over the period 08-14, we organised the London Scholarship of Teaching and Learning (SOTL) International Conference (2004-2010) which has each time attracted between 120 and 150 international delegates. Refereed proceedings of this conference for 2008 and 2010 can be found on the Higher Education Academy website:

[http://www.heacademy.ac.uk/resources/detail/evidencenet/sotl\\_proceedings](http://www.heacademy.ac.uk/resources/detail/evidencenet/sotl_proceedings)

[http://www.heacademy.ac.uk/resources/detail/evidencenet/Proceedings\\_of\\_london\\_sotl\\_2010](http://www.heacademy.ac.uk/resources/detail/evidencenet/Proceedings_of_london_sotl_2010)

The editorial board for this refereed conference has included international scholars in SoTL (Europe, US, Australia) and the founding members of the Carnegie Academy for the Scholarship of Teaching and Learning within the Carnegie Foundation for the Advancement of Teaching (US). This work has generated strong international networks of researchers on SoTL with activities including:

- A seminar on Global Attributes run by Professor Tom Arcaro from Elon University, North Carolina at the University of West London (January 2011);
- A series of seminars by Dr Guzmán from Universidad de Valparaíso on higher education in Chile and SOTL, as part of the sabbatical she spent at the University of West London. (February 2013);
- Co-presentations at the International Society for the Scholarship of Teaching and Learning Conference.

These networks have contributed to the election of Professor Fanghanel to the position of President of the International Society for the Scholarship of Teaching and Learning (ISSOTL) in 2012. In this position she is able to influence direction of research and dissemination of knowledge on academic practice and pedagogies at an international level. INSTIL ERG has led also European-based consultancies at ESSCA – École de Management Angers - Paris - Budapest –

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Shanghai; Laboratoire Education, Cultures, Politiques, Université Lumière Lyon 2 and Université de Lyon; and Institut Pédagogique, Université de Strasbourg.

INSTIL ERG's networks include many researchers who head Centres for Teaching and Learning. Professor Fanghanel was elected to the post of Chair of the Heads of Educational Development Group (2012-2015). This is a national network promoting national and international collaborations and interventions in respect of academic practice and pedagogic research. This group has conducted research and consultancies on academic identity, teaching and learning centres, digital literacy and has significant input in national debates and decisions affecting academic practice (e.g. HE Teaching Qualifications; impact of teaching and learning centres; digital pedagogies). INSTIL ERG contributed to advancing knowledge of Global Citizenship through its work on the ESRC Seminar Series Grant 2010-2012: <http://www.esrc.ac.uk/my-esrc/grants/RES-451-26-0888/read>

Members of INSTIL ERG (including research students) contributed to this series with colleagues from the University of Wolverhampton, the Institute of Education, University College London, and the University of the Arts. The main outcomes of this series relate to the emphasis on difference inherent in much of the work on Global Citizenship, and the need to focus on commonalities, and living in a common world. Its conclusions emphasised the need for dialogic pedagogies to problematize difference and thus avoid 'otherising' – a form of engagement that leads to alienation and entrenchment. Work on this is continuing with the existing partners.

As indicated in REF3a, a significant focus for this group is enquiry into the academic profession, and academic identities. This research has generated much interest worldwide and enabled connections with researchers on this topic across the nations. In 2012, Professor Fanghanel organised two symposia within the European Conference of Educational Research in Berlin entitled 'Contextualizing and problematizing academic work in today's universities: an international perspective'. These colloquia focused on researchers and new lecturers (McAlpine), mainstream academics (Teelken, Fanghanel), and academic-related professionals (Gornall & Salisbury). Papers also focused on academics having to operate in highly turbulent contexts (Guzmán), or under the constraining effects of internationalizing policies (Korhonen & Weil). By capturing academic work at the *macro* (institutional, structural, and political), *meso* (departmental, team, and subject-related) and *micro* (individual academics) levels of practice, the symposia provided insights into the tensions in the academic environment, and the complex play of structure and agency in determining academics' responses and positioning.

INSTIL ERG acts as reviewers for eight international refereed journals. Professor Fanghanel has acted as ESRC Rapporteur, international expert, national rewards reviewer, and lead of international quality audits. She was elected (2007-2010) and re-elected (2010-2013) Member and Trustee of the SRHE (Society for Research in Higher Education) Governing Council where she was also Convenor of the SRHE Academic Practice Network. She was invited as an External Advisor to Higher Education Academy Academic Practice in 2012. She is also an external assessor for Professorship applications at a number of universities worldwide and won a National Teaching Fellowship from the Higher Education Academy in 2011.

Dr Pauline Fox was a Fellow of the Centre for Excellence in Professional and Placement Learning CETL, University of Plymouth: 2008-2009.

All INSTIL ERG staff are either Fellows, Senior Fellows or Principal Fellows of the Higher Education Academy.