

Institution: University of Sunderland
Unit of Assessment: 25 Education
a. Overview

The University encourages research across the disciplines and in 2009 focussed its research into several broad areas establishing four Research Beacons and three Research Centres, with substantial QR funding allocated to the Beacons and a smaller proportion, more recently, to Centres. The research in Unit 25 at Sunderland, represented by the Centre for Pedagogy is led by Professor Cooper. Launched in Jan 2011, the centre has substantially built its culture and extended its reach and now incorporates all phases of education under this one umbrella. The centre is situated in a large, successful department in the Faculty of Education and Society which combines teacher education, CPD and research with a huge partnership of schools and colleges (437) regionally. Many of the 39 permanent academics and 52 assistant lecturers also teach and support research activity in 42 countries worldwide on the overseas PGCE and Masters provision, ensuring any research findings are disseminated to practitioners as well as academics globally. Approximately 5000 education students, of whom roughly 1500 are international and most of whom are or become practising teachers, were taught and benefited from our research activity during the REF period, along with increasing numbers across other associated departments. The Centre for Pedagogy aims to improve understanding and practice of teaching and learning from cradle to grave, and is deliberately a broad church. It incorporates the Sunderland Centre for Excellence in Teacher Training (SUNCETT) which combines teaching and research around the practice and development of teachers in post-compulsory educational settings (PCET), one of only 11 such centres funded by the government nationally. The Centre for Pedagogy increasingly incorporates multi-disciplinary pedagogical research including staff from Psychology, Health, Computing, Social Sciences and Business and work-based, professional and informal learning all with huge networks of industry and professional organisations with whom they research and impact on practice.

b. Research Strategy

The University Research Plan reinforces the importance of research, both discrete and interdisciplinary, which underpins Sunderland's academic standing and its impact more broadly in society as a civic university. This includes a research active curriculum, which enhances students' learning experience and staff research engagement. The Centre for Pedagogy expanded the strategy outlined in RAE 2008 which aimed to: build a vibrant research culture; increase external funding; extend collaborations nationally and internationally, increase postgraduate student numbers, to contribute our research to the wider educational community as well as academia and utilise research to inform and underpin teaching. Additionally the new centre aimed to:

To engage with staff researching educational issues across disciplines in the university

To improve the web-site to support external communication and impact

To conduct and disseminate more research and evaluate impact on practice and society.

To support all staff and students with research through increased training and mentoring.

To offer a seminar series which includes staff and students as well as external speakers.

To devise systems to embed strategies for evaluating impact into teaching, research projects, related events, activities and dissemination activities.

These have all been addressed via the development of a steering group, a new centre strategy and a new impact strategy. Consequently after a successful outcome in the RAE 2008 of 10 staff (9.80 FTE), **the unit has nearly doubled its submission to 22 staff (21.10 FTE)** with three associated impact studies and **nearly quadrupled its doctoral completion rate from 5 in the RAE to 19 in the REF, doubling PhDs (10) and adding DProfs (9)** (annual figures in student section). All educational research has been united under the umbrella of 'The Centre for Pedagogy' which understands the centrality of learning theory to all phases of education and the benefits of sharing rather than delimiting knowledge and skills: **ensured an increasingly inclusive research culture** both within and beyond the department, offered meetings, training and mentoring, funding and support for more staff across the university on research activity including data collection and analysis writing, bid writing and via regional collaboration designed a successful course on research leadership; **improved visibility and status internationally by creating a professional web-presence**, <http://www.sunderland.ac.uk/research/areasofresearch/thecentreforpedagogy/>

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with a newsletter to schools and colleges; through the expanding centre increased the impact of educational research activities at all levels in the university's research active curriculum, as students and staff imbue their practice with knowledge from relevant research across the wider educational arena and submit output details for global impact to Sunderland's open access repository, 'SURE'; **maintained high levels of external and increased internal funding (External £929,377; Internal £87,072); doubled submitted publications and dissemination both for the REF and for impact on practice** and beyond; **supported more staff and students in their research** through mentoring for the further benefit of their careers, through funding of research activities for the furtherance of knowledge and the benefit of students, **developed a specific impact strategy** (as a result of winning competitive internal funding) with both an external consultant and newer, promising research staff, with a plan to embed impact in all research from conception to dissemination, devise data capture instruments and store impact evidence in a database, following PCETT's excellent example, to capture impact on society. The new centre's steering group makes decisions about this already successful strategy. Funding allocation from university internal funding and several successful internal bids have supported staff research, development and training. Whole centre meetings and fortnightly seminars alongside regular email communication and offers of funding and support for staff and students have built community and culture. The centre has collaborated in two university research conferences, sharing its knowledge both internally and externally through projects. Key areas for research from the previous RAE have been further developed: affective and moral issues in education; design and technology; equality and diversity; joint practice development in FE; children's literature; information and communication technology; assessment and intercultural learning all exemplified in our REF submission. The unit aimed to develop and expand these areas whilst encouraging individuals and collaborations with novel interests and cross university pedagogical research. Many centre staff are also associated with other centres and beacons supporting interdisciplinary research and dissemination. In addition to submitted education staff (12) we have incorporated staff researching education across the university from Health (3) Social sciences (2) Computing (2) and Psychology (2) and Business (1). Education embraces diversity in research believing that the most innovative ideas emerge from breadth and depth of thinking and the juxtaposition of disciplines, perspectives and ideas. The Unit also aims to be radical and independent in its research, aiming to challenge the status quo and theoretical hegemony of the political and intellectual elite in education, in a context where market values and increasing privatisation impact on values and practice and vulnerable groups in every phase of the system and where interdisciplinary collaboration increases understanding of the wider and compounding effects of policy and practice on society.

Outcomes/developments: there has been specific improvements in the following:

Staff who have been offered research training and support in teams and individual mentoring (all department) culminating in more education staff (12) and interdisciplinary staff submitted (10)
 Staff developing their research and writing skills and presenting and writing papers nationally and internationally (10 staff new to research have become active since the centre launch with support);
 Building capacity for PhD and increasingly Prof Doc supervision (1 just completed PhD, 1 to complete in next 6 months, two underway, one starting)
 Increased reviewing for journals and conferences (15 staff for 57 journals and 30 conferences);
 Staff engaged in designing projects and writing bids due to funding of shared sessions (12);
 Maintained our Masters and research student provision, up to 70 Masters students annually on our MA education programme and 100 (approx) in total on overseas Masters courses many of whom feed into our doctoral programs, currently 10 PhDs and 9 DProfs after 10 completions in this last academic year, despite less staff.
 Gained an increased amount of internal funding (£70K since launch) and competitive internal funding to build capacity, improve submission and create impact strategy (£17, 072).
 Increasing number of external bids submitted and gained (completed 9 in 11/12 and 8 in 12/13) over the period 20 external bids successful, total value **£929,377** (section 3 below).
 Increased web presence and availability of publications via the use of the open access database 'SURE'. Addition of newsletter to schools and community.
 Seminar series which attracts staff and students from across the university and staff from schools and colleges for relevant or external speakers (launch of centre by Prof Pat Broadhead, for example attracted approx. 100 people, last external speaker Prof Egglestone approx 100 people).

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More responsive to schools' initiatives on research topics (Cartoon Tales & Outstanding Progress)
 More staff from partner schools accessing university library research resources (52)
 Greater numbers of staff funded for research activities (over 30 in each of 2011/12, 2012/13)
 Greater support and funding for research students for conferences, fees etc. (over 13 since launch)
 Development of understanding of research impact on individuals, institutions and society
 Increasing immediate impact of research through leaders in practice via the flourishing DProf
 Increasing international impact through increasingly globalised teaching and research

Main objective/activities the five years following submission

Continue to research in radical areas which challenge current orthodoxies in policy and practice in education, including the impact of OFSTED, affect in learning, equality and diversity, critical discourse in children's literature, design technology, assessment, joint practice development, MFL & ICT, outstanding teaching, play and creativity, health education

Further extend our inclusive approach to build confidence, capacity and interdisciplinary breadth

Extend understanding of the impact of our research on practices through more involvement and consultation with our practitioner partners (eg newsletter, website and projects) and the development of impact collection tools and a database

To extend collaboration with internal and external groups to build multi-disciplinary project bids thus promoting capacity through the appointment of new research staff

To submit more bids and win more external funding for key research topics and developing initiatives to sustain momentum and build capacity in key and emerging areas.

To continue to include, mentor and provide ongoing training and support for staff in house in order to develop internal staff for strong local impact including funding research degrees.

Repetition and development of the highly successful course, 'Leading and Managing research excellence', to enable more staff to develop leadership skills in research.

To support the development of research support systems - increase web and media presence

To lead research into pedagogy across the university

To work with senior and middle management to support the research culture and capacity

To continue to develop a strong student base at Masters, PhD and Prof Doc levels and increase completion rate, outputs from doctoral students and build bids with post doc students

To use data from the REF and other internal indicators as benchmarks for improvement

To systematically collect data to improve all elements of the strategy and vision.

Identification of priority developmental areas

To develop the significant work on affective and moral issues in education, (Cooper, Duffy, van Leuwen, Fulton, Thorley), through both increased understanding of neuroscience and human interaction, extending internal and external collaboration through a range of bids. Several EU bids were submitted and several bids in progress, Thorley and Cooper, who also wrote a book (2011).

To develop the highly significant work in the PCETT team on joint development of practice, adult learning and action research (Gregson, Lawrence, Spedding, Duffy, Convery, Prinn)- numerous bids successful and forthcoming in 2014 in addition to several prestigious books.

To maintain the long-standing research in design technology (Atkinson, S.) with the development of new researchers in the field (eg Sandwith).

To develop the significant work on assessment and learning in HE (Taras, Kuit, Prinn) and **pedagogy and employability** (Dawson, Lawson). Taras coedited a book on Feedback (2013).

To increase research on ICT in learning and the teaching of computing which develops learning theory through integrating increasing developments in neurosciences, both about human / human and human computer interaction in radically changing learning environments. (Convery, Cooper, Kuit, Parson, Irons, Nelson). An application has been submitted to join the ESRC Sandpit on Empathy, trust and on line communication. Irons has a book on computing pedagogy (2008) and Nelson, several edited books on Teaching, Learning and Assessment of databases (2008, 2009, 2010, 2013) and Parson, a book Communication and Study Skills for Psychology (2012).

To expand the significant and longstanding research in equality and diversity through the work of staff completing PhDs, focussing on both theory and practice in schools, teacher education and a critical examination of children's literature (Davies; Gilligan, formerly Szymanski)

To expand research into the highly successful and rapidly growing, interdisciplinary professional doctorate (Fulton, Kuit,) and an associated complementary area, work-based, health and informal teaching and learning (Hayes, Fulton, Lawson) in which our members already have considerable influence (Hayes won an award for her influence on Health Education

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editing one book herself on Podiatric Medicine and Fulton coedited another on Mentorship). The DProf has gained international recognition and enables senior practitioners from a range of professions to develop a doctoral study housed in their practice. The programme currently has over 70 students, and has to date had 24 graduates of whom 9 were in unit 25. The programme has gained international recognition, including the UK Council for Graduate Education International Conference(s) on Professional Doctorates, and the Higher Education Academy conference, and resulted in the publication of a textbook for professional doctorate candidates (Fulton et al, 2013) and recognition and awards for interdisciplinary students eg

<http://www.sunderland.ac.uk/faculties/apsc/newsevents/news/news/index.php?nid=1467>

New and developing initiatives of strategic importance

Intercultural development through MFL and international computing projects such as ECUTE will be supported through funding staff access to conferences and supporting time for bid and research writing (Davies, Gilligan, Cooper). Several large bids were submitted this year.

The research into the emotional impact of OFSTED in teacher education continues the strong radical approach of the education unit at Sunderland with a series of publications and application for funding for an extension of the research is expected in the next two years (Cooper).

The work on creativity in schools which emerged from the creative partnerships projects was extensive in terms of practice and is ripe with potential for research with community artistic groups producing recent consultancy funding from the Sage and Flo-culture and has strong links with creativity in other centre staff in technology and psychology (Cooper, van Leuwen, Atkinson, S).

The development of work on the effective teaching of computing in which our submitted members are highly influential and have written books (see above Nelson, Irons)

Additionally the strong research student body in TESOL, should produce staff and student publications and bids in the coming years as well as international collaborations.

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

In accordance with the principles 4 & 6 of the concordat, and the university research strategy the Centre for Pedagogy implements its inclusive approach to research by offering support to all permanent staff (39) plus 12 members from across the university in research activity and Cooper has initiated training across the department for teams of staff since 2010, as well as supporting individual members and new recruits, with mentoring and support for writing, research project design and bid writing. Seven staff are also currently studying for Masters and Doctoral degrees, with fees and conferences and release from some duties, at least partly, if not wholly supported by the university, department or Centre. Developing centre capacity and culture involves working across both university sites with staff, both individually and in teams, having seminars at both sites to maximise engagement and now includes a dedicated professor to support staff in each of primary, secondary and post-compulsory levels (Cooper, Atkinson, S., Gregson) with Cooper also supporting HE research. Professors work alongside newer and more experienced members of staff to support their research ideas and opportunities. Following principle four of the concordat, research is an intrinsic aspect of staff career development and the University is an HR Excellence in Research Award holder. All staff are invited to apply for funding through the centre, via QR funding in departmental or central budgets and are encouraged to apply for external funding. Over the past three years centre funding was widely distributed over more than 40 staff and student members in total supporting staff time for research, conferences, journal paper writing/mentoring time and bid writing days, interview transcription and the purchase of innovative ICT equipment/software. Staff are trained in ethics by the university ethics committee, which reviews more complex proposals. Specific research staffing was reduced by 50% after the last RAE from four professors and two readers to two professors and one reader. Professors, Crozier and Elliot left for promotion (Dec 2008, Feb 2007) and Shield retired in 2006 along with a reader who retired (Atkinson, E. April 2009). These were gradually replaced by two new professors, Atkinson, S. promoted from reader (2008) along with Cooper (external) as professor (1/5/10) and Gregson promoted to reader (1/1/2011) to complement the remaining professor, Walker-Gleaves who also left in June 2010. This left two professors and one reader. Atkinson, S. is known internationally and recently gained an MBE for her career-long contribution to Design & Technology (impact case study 2). Cooper is known internationally for her research into empathy and also ICT in learning and directs the Centre for Pedagogy. Gregson, after gaining considerable funding for joint practice development from

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LSIS (impact case study 1), undertook a bespoke research leadership course (2011) funded by the Leadership Foundation, jointly designed in conjunction with Teesside and Northumbria Universities (<http://www.lfhe.ac.uk/en/research-resources/small-development-projects/sdp2011/sund-po.cfm>) and has just gained a professorship (Sept. 2013). This very successful course is being repeated for other staff. Taras (Research student manager and Impact study 3) has built an international profile via her radical research on assessment and is now regularly invited to keynotes and more recently was offered two international visiting professorships. Experienced staff and new recruits are encouraged to engage in both collaborative or independent research and attend and present in internal and external seminars, including at our regional partners, Durham, Newcastle and Northumbria. The Centre for Pedagogy runs fortnightly seminars and these include leading speakers funded by the centre, for example, Prof Broadhead, 2011, Prof Best in 2012, Prof. Egglestone in 2013. Seminars in other linked research centres also offer similar opportunities. Publications in the period include at least 12 books, 20 book chapters, 90 journal papers, 204 national and international conference presentations including for example in: Canada, China, Germany, Iceland, USA, Slovakia, Cyprus, and Italy, Sweden, New Zealand, Australia, USA and Canada, including 10 invited keynotes, 32 invited presentations/seminars, 71 workshops, 3 posters, 7 organised conferences and finally, 37 art exhibitions including New York, Hungary and Brussels, with many publications forthcoming. In 2013 the centre funded a successful meeting of 14 UK college teachers with HAN University in Nijmegen who will return to Sunderland next year. In 2014 the Centre for Pedagogy has agreed to host the annual CARN conference and the ITTE conference which will raise our profile and improve impact.

c. II. Research students

In accordance with university strategy we give our postgraduate students an excellent experience which is evidenced by high scores in the PRES survey,

http://www.heacademy.ac.uk/assets/documents/postgraduate/PRES_enhancement.pdf page 34

and by the recognition of our faculty and Centre, the DProf and PhD training in the recent postgraduate review (2012 pg12), and moreover our record in terms of equity and diversity

<http://www.heacademy.ac.uk/assets/documents/inclusion/disability/strategic-approaches-to-disabled-student-engagement-case-studies.pdf> page 27

There is a strong and vibrant postgraduate culture, nourished by our masters courses with up to 70 students completing per annum, which includes both international and national students. These numbers are likely to increase (despite reductions in government funding) as the success of the overseas PGCE which recruits from 42 countries has furnished a growing number (100) of overseas masters students. This culture feeds through to doctoral level (20 students currently) with 19 completions in the assessment period, nearly a fourfold increase from the RAE.

	2008/9		2009/10		2010/11		2011/12		2012/13		Total
	Phd	Dprof	Phd	Dprof	Phd	Dprof	Phd	Dprof	Phd	Dprof	Phd Dprof
UoA 25	1	1	2	0	1	1	2	1	4	6	19

The unit is over-subscribed, partly due to the success of the flourishing Professional Doctorate and reputation gained from previous students, but also due to the reduction of research staff post RAE (2008). There is a continuous need to develop internal staff and recruit new staff for doctoral supervision in accordance with principle 1 of the concordat and we are working with management to improve our research staffing. Our research student manager (Taras) takes an avid interest in postgraduate students' development, encouraging a whole range of skills and collaboration. PhD and masters students regularly attend and give research seminars as well as participating in training on post grad courses and student research conferences and are supported to publish and present their work. They have a dedicated study area with appropriate computing facilities.

University Graduate Support Service

The University of Sunderland champions the development of transferable, as well as subject specific, skills and is committed to supporting postgraduate research students through their postgraduate research process to enhance their experience. The support programmes are offered by Academic Services in collaboration with other central support services and the academic community. These are provided in addition to any subject specific faculty based training that is offered by research student managers and the supervisory teams, which includes bespoke subject specific training, and training sourced through our various Masters programmes.

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Programmes aims are to: Provide the quality and scope of transferable skills provision in line with local and national policy, equipping researchers with transferable knowledge and skills that can be utilised during and beyond their research degree; provide a rich interactive learning experience with time for researchers across all disciplines to develop core skills as part of a cross-university research community, as well as develop knowledge on the breadth of current research and providing an environment for forming a peer network that enhances the student experience and provide potential collaborators in future research.

The approach: Provides time for researchers to collectively explore their subject material using a workshop approach and training over a relatively small number of days, which is useful for researchers who travel long distances or take annual leave to attend events at the University, and is especially important for part-time researchers; is flexible in allowing students to book onto or opt out of programme elements as appropriate to their skills; additionally Postgraduate Research Students at Sunderland, Teesside, Newcastle and Northumbria may attend reciprocal training courses, through the North East Collaboration Group for Postgraduate Researcher Development

d. Income, infrastructure and facilities**Internal income (£87,072)**

The Centre for Pedagogy was awarded funding of £70K during 2010-13 from the university which supported over 72 staff in some 105 research activities. Additionally £17,072 of competitive funding was successfully bid for. Cooper won two fellowships for £3,700 and £3,800 to support staff research including mentoring for ten staff on design, planning and conduct of research, writing activities and conferences. Atkinson, S. won funding of £4,270 for conferences and software to support two newer researchers.

External Income (£929,377)

The Centre for Pedagogy has raised more external funding in relation to the university investment in the period, than any other Beacon or Centre. Gregson most especially, won several large bids totalling over £711,554K from LSIS to support joint practice development which supported both research and practice and substantially built capacity in the SUNCETT centre. Research and Teaching Development Fellowships allowed four recently qualified teachers to work alongside experienced Teacher Educators and active researchers in PCET and enabled them to complete an MA in Advancing Pedagogy. It also funded Prof Coffield who acted as a critical friend to the SUNCETT project to mentor them and funded working seminars with Biesta, Gregson and Nixon to develop and validate an MA for Professional Teacher Educators. The SUNCETT project also enabled all four Fellows to attend two BERA Annual Conferences, one to attend the Annual Conference of the Association of Teacher Educators in Europe. Subsequently, three of the four Fellows had two papers published in the journal *Teaching in Lifelong Learning*. Gregson and Nixon were funded to present papers at the International Interdisciplinary Social Sciences Conference over two consecutive years and at the European Education Research Association over three consecutive years and the funding resulted in a number of articles and reports (12). Nixon gained £6009 for an EPPI Centre Review. Cooper worked with 5 schools who contributed to a project which considered how teachers could support outstanding progress in deprived areas and was funded as a consultant by the Sage via Flo-culture for the Music-lab project which aimed to improve the teaching of science at Key stage 3 through collaborative work between science teachers and community musicians and collaborated with Computing on ECUTE (EU). Other bids led to developments in ITT with the BBC (Dagg, £1114) and Child protection (CEOPS) training (Dagg, £675) and piloting of SEN materials (Harker, £34,700). Additionally funding overlapping from the previous RAE period, produced high quality research on race and the education of Roma children, (Crozier, £10,500 in 2008) and also gender (Atkinson, E. £159,425.2008) through the 'No outsiders' project (Institute of Education and Exeter University) which supported teachers to address sexualities equality in schools. Davies gained TDA funding for ITE materials in equality and diversity, Tait won Leonardo funding and Dockerty, Comenius seed corn funds which has resulted in new funding from Dec 2013 for £44,900 to investigate innovations in EU Maths and Science teaching. The total annual figures are 2009, £223,514; 2010, £167,054; 2011, £156,118; and 2012, £148,760; 2013, £233,932 with a grand total of **£929,377**.

University Library Services

University Library Services, (ULS), support research and researchers through the provision of high quality library environment and facilities, appropriate print and electronic information resources and

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support from professional staff. ULS has three libraries offering approximately 1400 study spaces, including areas for silent, and group study and 300+ PCs and Mac work desks.

Resources: The ULS book fund for 2013-14 is £390,000 with an allocation to the Faculty of Education and Society being £118,280. The library increasingly purchases e-book versions of textbooks which supports both home and overseas research students. ULS subscribes to over 20,000 print and electronic journal titles. Usage is monitored and the portfolio of titles is continuously reviewed. Search and retrieval tools include Discover, a resource discovery tool capable of searching multiple sources simultaneously and a range of online databases including: British Education Index; EBSCO Professional Development Collection; ERIC; Science Direct; Swetswise. Researchers can also make up to 65 Interlibrary loan requests each academic year for items not in library stock. ULS subscribes to Journal Citation Reports for journal ranking and ISI Highly cited and Web of Science citation analysis tools. Researchers may join the Sconul Access Scheme, enabling access and borrowing from other Higher Education (HE) libraries. The scheme includes 170 UK HE libraries including those of Durham and Newcastle. ULS also subscribes to the British Library's EthOS service where HE theses are increasingly available in full text. **SURE**, the Sunderland Institutional Repository is the rapidly blossoming digital collection of the research output of the university.

Support: As well as a library website for researchers, ULS professional librarians support researchers via the "library buddy" service and contribute to the university's training programme for new researchers and deliver sessions on accessing, searching and retrieving information from online databases and using the Internet to communicate ideas and research outputs via social media tools. The Centre for Pedagogy works closely with excellent education librarians and has considerably extended the journals recently. Library access extends to staff in local schools involved in research projects, a service which has been particularly well-received.

e. Collaboration and contribution to the discipline or research base

The centre has close working links with internal Centres such as the Centre for Applied Social Sciences and the Beacon research centre in Computing, often working on European and other projects and bids eg Ecute, Plan –B, PACT. They also collaborate with staff in Psychology and Health and with the former Centre for Creativity (now an arts and culture organisation Flo-culture). Centres support each other internally with funding for relevant seed corn projects, for example Pedagogy funded research into children's story creation in Creativity and the Computing Beacon funded shared research activities in Pedagogy and likewise Creativity funded staff from the Centre for Pedagogy to work on research projects with schools. Collaborations with partner schools are many and varied, for example with a cluster of one academy and four feeder primaries in the 'Outstanding Progress in deprived areas project' and a successful reading project; an infant school in the Cartoon Tales project to develop creative writing software; Walbottle and Blyth High in an Electronics teaching project, various partner schools in Fleetham's values project; 45 schools in the Creative Partnerships project and many schools in the Roma (EU) and No outsiders projects.

Collaboration takes place regionally, nationally and internationally with universities, educational organisations and associations on research projects eg. Northumbria University, University College London & more on (PALM – Promoting Action on Lifelong Mental Well-being - BMRC), Derby, Aston Universities (virtual worlds and e-learning); Newcastle (NRAIS) ;Roehampton (Roma project); London: Goldsmiths College (D&T project); LSIS, Durham University, Stirling University (see impact study 1) Herriot Watt University, INESC-ID University (Portugal) Augsburg University, Jacobs University (Germany) Wageningen University (Netherlands) , Seikei University, and Kyoto University (Japan), (ECUTE and other bids); Universidad de Extremadura, Spain (Intercultural learning in MFL). Institute of Education and Exeter University, (No outsiders); The Sage Gateshead, Centre for Life (Music Lab); TDA various (ICT; SEN); Center for Building a Culture of Empathy and Compassion, USA (Cooper's Empathy research); Contrapunto TV production company and schools on moral education animation project. Ashmore,D. software engineer and Barnes Infants(Cartoon Tales).

Contribution to discipline: Submitted staff contribute strongly to their various disciplines through their research projects and outputs but also edited or reviewed for over 57 journals and over 30 conferences, there are 26 editorial boards or committees roles, 10 keynotes, 32 invited seminars or presentations and 3 grant reviewers. Hayes edits for The International Journal of Interdisciplinary Social Sciences, The International Journal of Knowledge, Culture and Change Management, Journal of The World Universities Forum, Ageing Research as well as reviewing for, Global Advances in Health and Medicine Journal, Health Education Journal,

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Interdisciplinary Journal of Problem Based Learning, International Journal of Knowledge, Culture and Change in Organisation, International Journal of Nursing Studies, International Journal of Palliative Nursing, International Journal of Therapy and Rehabilitation, Journal of Medical Internet Research, Qualitative Health Research Journal, Quality in Primary Care Journal, Alternative Therapies in Health and Medicine Journal, International Journal of Healthcare Management, UK Forum for Stroke Training and HEA grants and National Teaching Fellowships. **Atkinson, S.** is on the board for the Journal of Technology Studies, The International Research Journal of Design and Technology, Educational Psychology Technology of Education and reviews for the DATA, PATT and IDATER conferences. She gives frequent invited talks/keynotes and has been an invited member to RSA (Royal Society of Arts): Invited Member 'Re-defining the Curriculum' team and contributed to the RSA debate 'What's the education agenda for the next parliament?' (see impact study 2) with keynotes in Sweden and Australia. **Cooper** is on the board for Education Technology and Society and reviews for Journal of Moral Education, and for conferences such as ICALT, AISB, MCCIS and has been invited to present research to British Computer Society 2008, Sage, Centre for Life 2012, Head Teachers Conference 2012, Cheshire. **Convery** is on the editorial board for Action Research and the Journal of Lesson and Learning Studies and Praxis. He reviews for these and Teachers and Teaching and is also treasurer and lead coordinator for CARN. **Spedding and Nixon and Gregson** review for Journal of Teaching in Lifelong Learning for which **Gregson** is on the editorial board in addition to, Journal of Education Technology and Society; Institute for Learning, 'Intuition' and was an invited Keynote at the LSIS Annual Research Conference 2010. **Taras** has attended several invited seminars eg Durham Business School and Liverpool Hope and in Sweden. She reviews for Oxford Review of Education, Power and Education, Studies in Higher Education, Educational Assessment, Higher Education, the Journal of Further and Higher Education, Learning and Individual Differences, Yale University, Studies in Higher Education, Teaching and Teacher Education, Assessment and Evaluation in Higher Education and for the BERA assessment SIG and the Australian Research Association. She has organised various significant symposia and has been offered two visiting international professorships next year. **Van Leeuwen** delivered a keynote in Denmark (2011) and reviews for various conferences, ITRA and ISME and is a board member for the Commission on Music in Special Education, Music Therapy, and Music Medicine of The International Society for Music Education (ISME). **Neal** is on the editorial board of Education Today. Net and reviews for Research in Education. **Davies** reviewed for Cambridge Journal of Education, BERA conference and both commissioned and conducted research for Multiverse. **Irons** gave an invited keynote at the Assessment and Learning Conference, Denmark (November 2013), reviewed for an ESRC grant (2012), and for the Digital Forensic and Incident Analysis Conference in 2008 – 2013, was Member of the Programme Committee for Cyberforensics Conference 2011, is a Board member of the North East Fraud Forum, Chair elect of the BCS Academic Accreditation Committee and Vice chair of the BCS Cybercrime Special Interest Group and was Chair of the Learning Development Group of the Counsel of Professors and Heads of Computing, Member of the Counsel of Professors and Heads of Computing Management Committee and Member of the HE Academy Information and Computer Sciences Management Steering Group. **Nelson** has reviewed for many conferences, more recently the HEA conference 2010 & 11, and works extensively on knowledge partnerships with industry eg Orchidsoft, Software City, Bioinnovel. He has been chair of the HEA database committee since 2009, Member (and co-founder) of steering committee for HE Academy, T& L& Assessment in Databases Workshop, 2009 to present, Programme Committee Member of (ICOODB) 2008, member of BNCOD Executive Committee from 2005 to present and programme committee member of British National Conference on Databases BNCOD 2005 – 2013. **Fulton** has reviewed for Learning in Health and Social Care, Journal of Clinical Nursing, Journal of Mental Health Nursing, Journal of Nursing Management, Journal of Doctoral Education, European Journal for Sport and Society, Higher Education Skills and Work-based Learning and **Kuit** also for Higher Education, Skills and Work-based Learning. **Gilligan** was a member of UKLA committee. **Lawson's** use of storytelling in police CPD has already created international interest and **Dawson, Hayes, Thorley and Taras** have all won awards/fellowships and **Dawson** was on the advisory board to EDULEARN 2013. Most staff are also members of and contribute to many learned societies such as: BERA and various SIGS, AERA, SHRE, ITTE, CARN, RSA, CIPD, BPS, HEA, UKLA, NALDIC, British Computer Society and are external examiners across the UK. A number are also school governors.