

Environment template (REF5)

Institution: Canterbury Christ Church University
Unit of Assessment: Education (25)
a. Overview

Canterbury Christ Church University (CCCU) is one of the country's foremost providers of higher education for the public services and the Faculty of Education has been consistently recognised by Ofsted as outstanding in its provision of initial teacher education. Its reputation for excellence is underpinned by a strong national and international research profile and in the 2008 Research Assessment Exercise (RAE), 35% of research in Education at CCCU was judged to be world leading or internationally excellent. The Faculty, with 189 full and part-time academic staff, forms the basis of the submitting unit of assessment, and consists of five departments covering early childhood to post-compulsory phases of education.

Research in the Faculty of Education is structured around six cross-faculty research themes under the leadership of the Education Research Directorate. The theme groups are: auto/biography and narrative studies; children, families and communities; curriculum innovation and creativity; faith, beliefs and values; inclusion, equalities and social justice; professional identity and development. Staff in the submitted unit are also drawn from the National Institute for Christian Education Research (NICER), the Research Centre for Children, Families and Communities (RCfCFC), which is an interdisciplinary Education and Health unit, and in one case (Carr), from the department of Psychology.

b. Research Strategy

2008-13

At the time of the last RAE, the Faculty of Education at CCCU was recognised nationally and internationally for its cutting edge research in, for example, early childhood, inclusion and values education. The main objective of the research strategy for 2008-13 has been to develop, extend and sustain these areas of excellence, while encouraging the development of other areas in more initial stages. Following feedback from the RAE, we have also taken steps to strengthen the relationship between the structures supporting research. This has been done through:

- the creation of an Education Research Directorate (led by Griffiths) of senior research staff to provide strategic direction and a supportive ethos, within which high quality research can be developed and enriched
- the establishment of six cross-faculty research theme groups, to provide a focus for research in key areas of excellence and interest and build research capacity
- the re-launching of the National Institute for Christian Education Research (led by Cooling), that builds on, and contributes to, the Christian foundation of the University and undertakes research projects investigating the nature of faith-based education
- the formation of a Research Centre for Children, Families and Communities (led by Maynard) which carries out interdisciplinary and multi-professional research in early childhood, parenting, young adults, social inclusion and exclusion, and links the work of the Faculty of Health and Social Care with the Faculty of Education.

The Faculty of Education has a long history in teacher education and one of its defining features and strengths is its mixed constituency, with staff who are differently experienced in relation to research, many having been appointed straight from professional backgrounds. The second strategic research objective since 2008 has therefore been to build capacity, through the development of a research trajectory for all staff. A phased view has been taken in relation to this objective, as it is recognised that for some staff this is a long term plan. For example, we anticipate that a number of early career researchers, who are currently completing doctorates, will begin to publish over the next three to five years and thus be able to contribute to the next REF. During 2008-13, capacity building work has been effected by:

- constructing a central framework of support for research activity (the Research Directorate); setting up robust structures (the research theme groups) to support research activities, including innovative and creative approaches to research and research methodologies

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- providing new opportunities for all staff to become research active
- promoting a culture where mentoring from experienced researchers is the norm
- setting out individual research pathways for staff, for instance through scholarly work towards doctorates, international conference papers, professional and academic publications.

Achievements are monitored and evaluated through: the Faculty's termly Research and Knowledge Exchange (RKE) and Ethics Committees (the latter ensuring that all research undertaken is ethically robust and operating within the University's ethics and research governance procedures); termly University RKE and Ethics Committees and Research Degrees Sub-Committee; the Faculty RKE Operations Group which administers QR and HEIF funds; annual Faculty business plans and twice yearly QR and HEIF reports to the Pro-Vice Chancellor for RKE.

The Educational Research Directorate provides the framework within which research activity is both generated and supported. It developed from a previously separate research department, which was evaluated as being too remote from the rest of the Faculty. The University places great emphasis on the knowledge exchange and impact aspects of research, and the development of the Directorate as an over-arching unit has enabled research to be embedded more fully in the Faculty, through both departmental and research theme links. The Directorate comprises: the Director of Research (Griffiths) who provides strategic leadership and chairs the Education RKE Committee; the Director of Research Development (West), responsible for research students and co-ordinating the research theme groups; five other Professors, two of whom lead research units (Cooling, Engelbrecht, Maynard, Parsons, Wikeley); and the Director of Knowledge Exchange (Graham-Matheson). Each Professor is linked to a department and/or a research theme group; overall, Professors currently represent 5.4 FTE.

Areas of focus and particular strength highlighted in the 2008 RAE were: childhood; diversity, participation and special educational needs; innovation in leadership, learning and the curriculum; as well as the application of particular methodologies. New professorial appointments, made in 2009-10 (Cooling, Engelbrecht, Griffiths, Maynard and Wikeley) were deliberately focused to enable these areas of distinctive strength to be sustained and developed, following the departure of key professorial staff (Arthur, Booth, David, Tod).

The research theme groups were developed in 2009 and are a central part of the strategy to develop high quality research and increase capacity. The theme groups are led by experienced researchers (most are Readers), with a link Professor, as shown below. REF entrants for each theme group are also shown in brackets:

- Auto/biography and narrative studies, led by Reid/West (Westergaard)
- Children, families and communities: Powell/Wikeley (Apps, Carr, Gouch, Maynard, Valkanova)
- Curriculum innovation and creativity: Barnes/Griffiths (Driscoll, Hope, Leighton)
- Faith, beliefs and values: Revell/Cooling (Dessberg, Radford)
- Inclusion, equalities and social justice: Rogers/Engelbrecht (Bassot, Grimes, Parsons)
- Professional identity and development: Grimes/Griffiths (Bryan, Graham-Matheson).

The research themes are interlinked and continually evolving; academic staff are encouraged to join the group (or groups) that reflect their own developing research interests. Two of the theme groups – Children, family and communities and Faith, beliefs and values – are linked with the research units RCfCFC and NICER respectively. The theme group leaders organise seminars with internal and visiting speakers; reading groups, writing and bid writing workshops for publications and funding applications, including opportunities for collaborative writing to support inexperienced colleagues. Participation from research students and staff from other disciplines is also encouraged.

The main objectives of these research theme groups have been to further develop excellent research outputs in areas of strength, and to promote capacity building among less experienced

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colleagues. A mark of the success of the theme groups in furthering both objectives is that there has been a 30% increase in REF entrants compared to the RAE 2008; and 46% of all the unit's current REF entrants were not entered in the RAE at CCCU or elsewhere. Since 2008, there has been an increasing number of publications and research reports for both professional and academic audiences (802, representing an 86% increase on the previous RAE period), and there is also greater evidence of impact (see REF3b, impact case studies). Overall, Education's research strategy, evaluated at the end of this five year period, is producing clear and tangible results.

The National Institute for Christian Education Research (NICER) was re-launched in December 2011. Its aim is to support and conduct high quality, innovative research and KE to inform the contribution that faith makes to the public understanding of education, and to enhance evidence-based policy decision making in Church and other schools with a religious character. Since 2008, the Institute has instigated a programme of research and knowledge exchange projects focused on the links between the religious character of Church schools and educational performance, generating £1,444,300 RKE income from charitable trusts. The Institute reflects the distinctive voice of the University's Christian foundation and is building on earlier work on character education in the *Learning for Life* project (2007-11, Arthur and Powell). External research collaborations include The National Centre for Christian Education at Liverpool Hope University, the Kuyers Institute of Christian Teaching and Learning, Calvin College, Michigan USA, and the Anglican Education Commission, Diocese of Sydney, Australia. The impact of its main research project, *What If Learning*, is described in REF3b2.

The Research Centre for Children, Families and Communities (RCfCFC) was established in 2009 and launched by the Archbishop of Canterbury in April 2011. The decision to establish a cross-faculty, interdisciplinary Centre acknowledged the Faculty's strengths in early years evidenced in the 2008 RAE. The Centre has engaged with national initiatives encouraging inter-professional learning, workforce integration and concerns about issues such as child poverty and social exclusion, generating £641,000 income for Education and Health so far. The aims of the Centre are to undertake high quality interdisciplinary research that enhances the lives of children, their families and communities, and to provide a voice for those social groups that are often silent or silenced: for example, babies (Powell and Gooch) and looked after children (Rogers). External research collaborations include: the Wales Institute for Social and Economic Research, Cardiff University, Manchester University and Swansea University: *The Evaluation of the Foundation Phase for Wales* (Maynard); the Open University, Roehampton University, Birmingham LA and the UK Literacy Association: *Building Communities: Researching Literacy Lives* (Powell). The impact of its main funded research, the *Baby Room* project (Gooch and Powell) is described in REF3b1.

2014-19

The Faculty will be restructured in 2014. Plans are underway at the time of writing, but it is likely that there will be two Schools of study – Teacher Development (to include primary, secondary and post-compulsory departments), and Childhood and Education Studies. Following Faculty restructuring, it is likely that the Professors will be located in the new Schools, more directly supporting the research-related activities of programmes, integrating the work of the theme groups and enabling research to be embedded more fully and clearly within the Faculty's teaching and programme development. We have also begun to address succession planning in relation to the probable retirement of some of the Professors in this period (two of whom are already part-time); for instance, it is expected that Readers will have an enhanced role in the Faculty after restructuring.

From 2014-19, Education's research strategy, already underway, will focus on the following key priorities, which will further advance and extend the current objectives:

- expansion of the most successful research theme groups into research centres
- sharper focus on research income generation, with the theme groups as the hub for this, and clearer processes for bidding
- development of further international research and knowledge exchange collaboration and partnerships, with links to research bidding processes

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- mentoring and support for post-doctoral staff, including their development as research supervisors
- continued mentoring and research support for staff from professional backgrounds
- move towards appointing more staff who are completing or already have doctorates
- increased numbers of doctoral students: through, for example, focused cohorts on the professional doctorate (EdD), international recruitment and PhD scholarships
- establishing and embedding a research impact recording and evaluation process
- improvement of outward-facing publicity and web information, through staff profiles, the research repository (CReaTE <http://create.canterbury.ac.uk>) and other improvements to Education research webpages.

In 2014, a full review of all the theme groups will take place, with the objective of expanding and transforming the most successful (as evidenced by quality and number of outputs, research income, international partners and other relevant experience) into research centres. Core membership will be the Professors, Readers and experienced researchers, complemented by early career researchers and others with growing research profiles. A key role of these new centres will be to establish international reputations for research excellence; a priority for these and the remaining theme groups will be to promote successful research grant applications. In the restructured Faculty, the theme groups, existing and new research centres will be integrated and embedded in the new Schools. For instance, core modules in Childhood and Education Studies will reflect research themes/centres such as early childhood and inclusion, while Teacher Development will have professional development and curriculum innovation at the heart of programmes to develop research-engaged professionals.

c. People, including:

I. Staffing strategy and staff development

The Faculty of Education's staffing policy, including recruitment, retention and promotion of staff, emphasises sustainability for research, and it is anticipated that in 2014-19 staff recruitment will be mainly at doctoral level. The University has clear procedures and criteria for promotion to Reader and Professor, and applications are invited to be considered on an annual, open basis. Education and its associated research units has a mature staff profile and a strong record on gender equality in relation to promotion, with four of the seven Professors being female (all new appointments in the REF period), and a further five female members of staff promoted to Reader since 2008 (Driscoll, Gooch, Powell, Reid, Revell). Of the current REF entrants 69% are female, compared with 40% in the previous RAE. Distinctively, the Faculty employs full-time, permanent research fellows (Graham-Matheson, Rogers), who enable and support the research work of the Faculty, in addition to fixed-term research assistants who work on specific projects and research interns recruited through an open, competitive process.

All academic members of staff in Education enjoy protected time for research and scholarly activity. There are six designated non-teaching Scholarship days built into the annual academic calendar and 35 days' contractual time is given to all staff for research and scholarly activity (pro rata for part-time staff). Scholarship days are organised by research leads in collaboration with the Faculty staff development team, to facilitate research-focused activities and discussion, and are regularly attended by on average 80 staff each time, as well as doctoral students. A comprehensive staff development programme of support helps to ensure that opportunities for research development and knowledge exchange are widely available for all staff, full or part-time, and equitably funded. Induction of new staff in the Faculty now includes research induction, and the formal appraisal system helps to identify research development needs. Staff development resources enable staff to attend and present papers at national and international research conferences. In the REF period, there has been a substantial number (506) of conference papers, representing a 269% increase on the previous RAE period.

The Faculty's QR funds, allocated by the University following the successful 2008 RAE submission, support the research strategy and are awarded to individuals and groups for one or more of the following purposes: to complete the writing of doctoral theses; develop and complete

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research outputs; generate income through bid development; create and monitor research impact; and build research capacity (for instance, through participation in a group project). HEIF funds are awarded to support staff in building community partnerships and developing research impact. QR and HEIF funds are awarded via the RKE Operations Group (formerly the KE Committee). Over the REF period, 14 members of staff have been awarded study leave for eight weeks to a term each, by negotiation with the Dean and heads of department. Of these, eight were awarded time to complete doctoral theses; two of these have now successfully completed, one is writing revisions, and the others (all five of whom were awarded leave in 2012-13) have either submitted or are about to submit. Revell was also awarded a term to complete a major book. In 2013-14, a further six staff will be granted study leave to complete doctorates and two will have time to write books. This is an important way in which staff who have intensive teaching commitments can obtain time to complete major pieces of research.

CCCU is committed to providing a fair environment in which everyone is treated with dignity and respect. This commitment is embedded in all the activities of the University: it is evidenced by the fact it has held 'Investors in People' status since 2004, and been awarded the two ticks symbol for commitment to the employment of disabled people and role as a Stonewall Diversity Champion. The University provides a comprehensive range of training and development opportunities aimed at supporting and enhancing the personal, professional and career skills of its emergent and established researchers. The Researcher Development programme, facilitated by the Research and Enterprise Development Centre (RED) and the Graduate School, is organised around the four main domains of the Vitae Researcher Development Framework. The University also supports early career researchers through a series of 'Getting started in...' sessions covering a range of research-related topics. The RED team's RKE Development Manager for Education meets with all new staff to discuss their research aspirations, the support on offer and provide an orientation on research at CCCU. The University funds the costs for staff undertaking PhD and EdD study at the University; 14 Education staff have been supported to complete doctorates at CCCU since 2008 (plus two at other universities). Post-doctoral colleagues start to undertake research supervision, supported by mentoring by experienced supervisors in the Faculty and participation in the University's Supervisor Development programme. This consists of eight, weekly seminars facilitated by experienced research academics and an annual supervisor conference.

c. II. Research students

An established PhD programme and the recently re-launched professional doctorate programme (EdD) support the development of high quality researchers and reflective, strategic leaders in education. Since 2009, 21 doctoral degrees in Education (20 PhDs and 1 EdD) have been awarded. (NB Three other EdD completions were not previously included in HESA returns). Ten research students completed in 2012-13, representing a significant increase. The Faculty currently has 51 research students (PhDs and EdDs at dissertation stage), of whom 26 are members of staff. A former staff member (Hoult) won the prestigious BERA dissertation award in 2010 for her PhD thesis on resilience in adult learning. The RCfCFC also has one full-time doctoral student in Applied Childhood Studies, supported by a bursary from the Froebel Trust. The range of students' research (eg early years professional status, special educational needs in south east Asia, distinctive Christian ethos in Church schools, women in science in Rwanda, literacy teachers in adult education) reflects and is focused on the Faculty's research themes and supervisory expertise and is also supported in particular cases by interdisciplinary and inter-institutional supervisory partnerships.

Each doctoral student has two supervisors and a Chair who monitors their progress through annual reviews. All current REF entrants are engaged in some doctoral supervision. Research supervisors are carefully matched to students' research topics; mentoring of new and less experienced supervisors takes place within supervisory teams and a supervisors' group. Research students are attached to a theme group, providing access to research colleagues, critical friendship and opportunities for collaboration, as well as broadening the research field for other theme group members. They also participate in Faculty Scholarship days and have representation on Education's RKE and Ethics committees, which offer insight into the range and reach of research activity in the Faculty and provide an opportunity for the resolution of research student issues.

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The revised, highly successful EdD programme (led by Revell with Bryan) has attracted a total of 68 students since its re-launch in 2010. (NB EdD students are not counted in postgraduate researcher numbers until they reach the dissertation stage.) Students include teachers and head teachers, advisory staff and other education professionals. As well as a general cohort, the Faculty introduced a new professional pathway in 2011 which offers a doctorate in Christianity and education for students from a range of faith and secular backgrounds and experiences, who contribute to a strong and distinctive research group in this field (16 in the first cohort and 10 in the second). A cohort specialising in Inclusion/Special Educational Needs was launched in September 2013 with 14 students. Further pathways in global education studies and early childhood education are also being planned. The research themes are integrated into the EdD programmes and theme leaders as well as Professors are among the participating lecturers and supervisors.

The Faculty of Education also leads a highly successful Erasmus Intensive Programme (EIP) for doctoral students (West, Griffiths, Engelbrecht and Reid), funded by the EU and managed by the British Council, with four international partners (from Finland, Italy, Lithuania and Turkey). This focuses on research methodologies and research development for doctoral students (10 from each country per year) and supervisors from the participating countries, the first EIP to do so. So far, 20 CCCU research students from Education and other disciplines have taken part. EIPs were held in Lithuania in 2012, Turkey in 2013 and the third EIP will be held in Finland in 2014. The programme has been highly praised by the British Council in its recent evaluation, as well as by the participating students themselves.

The University's student-led Postgraduate Research Association (PGRA) organises regular work-in-progress forums where students are encouraged to present their research, as well as organising an annual conference hosted at the University. University investment in postgraduate research includes twelve central MPhil/PhD studentships which are offered annually across the University. The strategic aim to increase recruitment of external students in the field of education has been met through these competitive studentships; since 2008, international scholarships have been awarded to Education students from Rwanda, Nepal, Venezuela, Italy and Cameroon.

d. Income, infrastructure and facilities

The generation of external funding for research continues as a strategic priority of the Faculty. During the period 2008-2013, £3,290,709 income was generated from a range of funders. High earning, prestigious projects during the REF period include the following examples. *Learning for Life: Foundations of Character* (£1,193,300, 2008-11), funded by the Templeton Foundation, USA, and Porticus, UK, was a large-scale study of values (led by Arthur) comprising six studies; the early years' study was led by Powell. The *Baby Room* project (£114,316, 2009-12), funded by the Esmée Fairbairn Foundation, led by Gooch and Powell, was a longitudinal study of early years' care in daycare settings. Other large projects in the REF period include: an NASUWT-funded project on special educational needs (£85,301: Tod, Ellis and Graham-Matheson); DfE-funded *Primary Modern Foreign Languages* project (£81,809 since 2008: Driscoll); Welsh Government, Foundation Stage evaluation (£49,659: Maynard); and EU-financed *Retention and Access of Non-Traditional Learners to Higher Education* (RANLHE) (£46,426: West).

The range of funding income streams and the percentage of income from UK and other charitable trusts (47%), UK and EU government bodies (29%), reflects the professional education focus of much of the unit's research and the targeting of research activity which capitalises on the expertise of senior researchers and the strengths of the Faculty. However, this has made the Faculty vulnerable to changes in funding allocations by charities - for example, the Esmée Fairbairn Foundation is no longer funding university research in education - and to government decisions about the allocation of research funding: for instance, the loss of previously regular funding streams such as Aimhigher (closed 2011), which were funded by the previous Government. The departure of key members of staff taking projects with further funding opportunities with them (eg Arthur) has also affected the Faculty's research income.

The unit's research strategy has more recently focused on developing collaborative research partnerships with other institutions both nationally and internationally, in order to develop joint

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funding bids and establish in our areas of expertise a critical mass of researchers to take the work forward. This is already bearing fruit. Recent successes have been largely consultancy and KE-based projects (thus not returned to HESA as research income, though they have research elements) such as the World Bank-funded Palestine project on teacher education (£321,329: Engelbrecht) and the doctoral EIP (£148,392: EU/British Council). Rogers has just secured a substantial grant from the Roger de Haan Charitable Trust to evaluate community projects in Folkestone and Cooling has just secured a very substantial funding award for NICER to investigate the spiritual benefit of Christian education in secondary schools. Since 2008, closer cross-disciplinary, multi-disciplinary research links have also been forged between the Faculty of Education and other areas of the University, for example with the Faculty of Health and Social Care (*EAT* project, Driscoll), Psychology (Carr), the Learning and Teaching Enhancement Unit (*Turnitin* and *i-Borrow* projects, Graham-Matheson) and the Business School (Folkestone Harbour project, Powell).

The University provides centralised support for all stages of the research process through the Research and Enterprise Development Centre (RED). Extensive support to attract research funding is available, including the sourcing and identification of funding opportunities, bid development advice, facilitation of peer review through to project set-up and on-going project management support. Each faculty has a designated RKE Development Manager from RED who supports all aspects of the research process from the development of a research strategy, income generation to disseminating research and achieving impact. Augustine House, the new, award-winning University Library and state of the art learning resource centre, opened in 2010 and has proved successful as a centre for research and scholarship for staff and students. There is a dedicated computer suite and study area for research students, which is open 24 hours a day.

e. Collaboration and contribution to the discipline or research base

The Faculty's range of significant and original research, its strength as an outstanding provider of teacher education and childhood studies, and its strategic approach to research and publication, place it centrally in the research field of education studies. The Faculty's confidence to research, publish and engage in public debate at local, national and international levels enables the unit to make a significant contribution to the field. This is enriched by regular research events and conferences within which academic communities are drawn together, and through ensuring that research findings are disseminated in high quality publications and conference proceedings across both research and professional audiences.

International research conferences, hosted by Education at CCCU and with contributions from staff across the Faculty, have attracted international speakers and delegates. These provide a lively forum for dissemination, networking and collaboration, contributing to the vitality of the Faculty's research ethos, as well as offering an opportunity for CCCU staff to contribute to the field. Recent examples include: the European Society for Research on the Education of Adults (ESREA Life history and biography research network); an ESRC-funded seminar series on critical reflective practice (organised in collaboration with five other UK universities); the University's Jubilee conference, *At the Crossroads: New Directions in Teacher Education*; annual conferences *Baby Room*, *Froebel Trust* (Maynard and Valkanova) and *Cambridge Primary Review* (Driscoll; CCCU is regional lead); two international conferences on psychoanalysis and education; as well as seminars run in conjunction with the University of Paris Nanterre La Defence. Staff also contribute extensively to conferences held elsewhere, including keynote addresses at international conferences, for example: Cooling's symposium, *Doing God in Education*, was selected by BERA as its sponsored symposium at the American Educational Research Association in Vancouver in 2012; Engelbrecht was the keynote speaker at the World Down Syndrome Congress, Cape Town, South Africa in 2012; Griffiths was a keynote speaker on new models of school leadership at the *Teaching and Learning* conference at the University of Kerala in 2011; while West was a keynote speaker at the ESREA *Life History Network* conference in Vaxjo, Sweden, in 2010 and at the *Access and Career Network* conference in Linkoping, Sweden in 2013.

Another key element of the Faculty of Education's research strategy is to develop and sustain international networks, thus extending the Faculty's reach and influence. For example, the *Baby*

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Room project (Goouch and Powell) has fostered collaborative partners in the University of Strathclyde, University of Auckland, NZ, and University of Indiana, USA. The *International Comparative Inclusion and Development Education* project (co-led by Engelbrecht), a longitudinal study of special educational needs and teachers' roles in inclusion, includes collaborative research partners in the UK, USA, Finland, Lithuania, Slovenia, South Africa, Malawi and China. Engelbrecht's involvement in a funded academic study group project, *Learning to transgress: developing transformative spaces for learning and teaching in higher education*, will extend the Faculty's network in the Middle East. In addition, auto/biographical research is undertaken with the Universities of Göttingen, Stockholm, Seville, Southern Silesia, Stirling and Warwick (West) and studies of mature students with colleagues in Italy, Greece, Denmark and Portugal (West, Griffiths). West is collaborating on research on *Transformative learning* with colleagues from the Universities of Michigan and Harrisburg, USA, and Athens and Freiburg in Europe. Colleagues in the RCfCFC (Maynard and Wikeley) have developed research links with the Hong Kong Institute of Education, and in NICER (Cooling) with the Kuyers Institute of Christian Teaching and Learning at Calvin College (Grand Rapids, Michigan, USA) and the Anglican Education Commission (Diocese of Sydney, Australia). International consultancy and KE programmes, such as the World Bank-funded project to support teacher education in Palestine (led by Engelbrecht), as well as consultancy work for an international NGO, Power International, in the development of inclusive education in Malawi (Engelbrecht and Grimes), are also generating significant research outcomes. Nine Visiting Professors to the Faculty are drawn from and reinforce national and international research partnerships in the UK (3), USA (2), Australia, Finland, Lithuania and Norway. Faculty members sit on influential committees and academic journal boards, contribute to subject reviews and hold positions as visiting academics, thus making significant contributions to the discipline. For example, editorial positions include: Cooling is co-editor of the *Journal of Education and Christian Belief*; Reid is co-editor of the *Journal of Career Education and Counselling* and on the international advisory panel of *British Journal of Guidance and Counselling*. Membership of editorial boards include: *European Journal of Special Needs Education*, *International Journal of Educational Reform*, guest editor, *European Journal of Special Needs Education* and editorial consultant for *Australasian Journal of Special Education* (Engelbrecht); the new Indian *Journal of United Progressive Initiatives in Teacher Education Research (JUPITER)* (Griffiths); *Early Years and Education 3-13* (Maynard); *Cliopsy*, devoted to psychoanalytic studies in education (West); *Global Issues in Childhood* and *Improving Schools* (Wikeley).

Positions in, and membership of, professional bodies and committees include the following: Treasurer of the RE Council of England and Wales (Cooling); chair of TACTYC (2009-12), trustee and chair of the Froebel Trust's research committee (Maynard); chair of the British Educational Research Association (BERA) conference committee and BERA Council member, and convenor of the Parents in Educational Research network (Wikeley); Measuring Impact Advisory Committee on Education in Sierra Leone, Child-to-Child Trust and Academy of Finland Review Panel (Engelbrecht); co-coordinator of European Council for Educational Research (ECER) teacher education network, and elected member of the Universities Council for the Education of Teachers (UCET) Executive Committee (2008-11) (Griffiths); co-convenor of the Parents in Educational Research network and member of TACTYC Executive (Powell); Fellow of the Institute of Career Guidance (Reid); co-coordinator of ESREA's Life History and Biographical Research network (West). Visiting Professorships include University of Paris Nanterre (West) and North-West University, South Africa (Engelbrecht).

Members of the unit have also contributed to influential reviews of education. For example, Engelbrecht was on the UNESCO-UK Working Group on *Education for All* (2010-12); Cooling was part of the *Review of the RE Curriculum*, which presented evidence to the House of Commons in October 2013; Driscoll was on EU, DfE, HEFCE and TDA steering groups for primary languages; Hope was part of the National Curriculum review and writing group for Design and Technology; Parsons was on the national enquiry panel of the Office of the Children's Commissioner into school exclusions (2011-2013) and presented evidence at the House of Commons Education Committee in 2010; Goouch was a member of the Social Mobility and Child Poverty Commission.