

Institution: University of Greenwich
Unit of Assessment (UoA 25) - Education
<p>a. Overview</p> <p>The University has a strong commitment to supporting research and enterprise. The strategic plan (http://www.gre.ac.uk/governance/vc/strategic-plan-2012-2017) will build on the University's success so far in creating our research-informed environment to increase the quality, volume, and intensity of research activity. Key themes of current and future strategies are:</p> <ul style="list-style-type: none"> • to ensure that the University has a critical mass of excellent researchers through the appointment and retention of high-quality staff • to develop at least 20 research groups with an international reputation for excellence as measured by the significance, originality, rigour and impact of their work • to develop a vibrant community of high-quality postgraduate research students • to increase the national and international impact of its research <p>University research is led by the Deputy Vice Chancellor for research, who chairs the research and enterprise committee (R&EC). The research ethics committee (REC) is chaired by the director of an interdisciplinary research centre. Both committees report to academic council. School directors of research and enterprise sit on the R&EC, accountable for the annual reporting and planning document and to the REC. Research student management and administration is led by the director of postgraduate research who chairs the University research degrees committee (RDC), reporting to the academic council. In each School, director(s) of research and enterprise chair(s) research and enterprise committee(s) that report to the School board, supported by a postgraduate tutor or programme leader to manage the administration of research students.</p> <p>From January 2013 much of the centralised system of research governance is being devolved to newly established faculties. Schools have been chosen to merge with each other to form faculties and these schools will work together to construct a faculty research and enterprise strategy.</p> <p>In 2011–12, this unit of assessment (UoA) doubled its senior School management capacity for research and enterprise, sharing the responsibility for R&E development across two directorships. The director of research, Professor Andrew Lambirth, oversees and directs the development of research within the UoA and chairs the School research development committee (RDC). He is responsible for the bidding strategy within the School and developing the research culture. The director of the Centre for Leadership and Enterprise (CLE), Professor Jill Jameson, leads doctoral research within the UoA and directs the development of leadership research and School enterprise initiatives. These include hosting cross-School leadership research, enterprise, continuing professional development initiatives, and partnership collaborations in the strategic School centre of CLE. The CLE is distinct from the other research centres because of its role within the School as a strategic centre, within which, under the leadership of Professor Jameson, it hosts the operation and management of postgraduate research programmes within the School, incorporating PhD, EdD and Masters as well as undertaking research as a centre.</p> <p>There are three research centres: the CLE; the Centre for Play and Recreation; and the Literacy Research and Development Centre. They are funded through a combination of internal and external income to focus on research development, the publication of outputs and generating research income. In addition, the Education Research group is funded by RAE Formulaic money and has a membership of senior researchers who coordinate and lead research initiatives within the UoA.</p> <p>In addition, seven new research clusters based on the School's research and enterprise strengths and interests were launched in July 2012. They are: Curriculum Development, Pedagogy and Learning; Lifelong Learning and Professional Development; Childhood, Play and Recreation;</p>

Multidisciplinary Group for Education Studies & Research; Technology Enhanced Learning and Multi-Modality; Natural Learning and Environments; Educational Leadership and Management. They were formed with the explicit intention of involving more staff in research activity and publication. All members of the School have joined at least one of the research clusters, the functioning of which is facilitated by research cluster leaders (RCL). The clusters facilitate liaison between experienced and novice researchers with the aim of sharing knowledge and skills and developing opportunities for collaborative research. In 2013 the RCLs organised School research days and a research poster conference for all staff.

In January 2013 the School of Education joined the School of Health to create a new Faculty of Education and Health. The combined expertise of the two Schools offers significant potential for enriching the quality and volume of the research and enterprise generated currently by the two Schools – for example in the area of child health and learning and in the field of psychology. The Faculty is in the process of creating new structures to enrich the research and enterprise capacity across the two schools.

b. Research strategy

Since 2012 The School of Education Research Development Committee (RDC) has been chaired by the director of research. The committee has representation from all departments and sections within the School, including early career researchers (ECR) and administration staff. It meets at least three times every academic year. The committee is responsible for the development and implementation of the research strategy. The strategic CLE committee is chaired by the director of CLE. The committee comprises CLE staff and a range of cross-School research and enterprise representatives from each department, including professorial and doctoral supervisory staff. The committee is responsible for the development and implementation of the CLE strategy and departmental operations.

The CLE Strategy complements the School research strategy. Together these comprise the School's Research and Enterprise Strategy 2008–14 which underpins the UoA Education, emphasising externally-funded research and development, notably in collaborative partnerships. The 2008–14 Research and Enterprise Strategy documented ways in which the School of Education needed to develop its research and enterprise capacity. Its aims are to:

1. Develop a research and enterprise strategy which builds strongly on existing strengths and has the potential to 'grow' new and improved research capability to contribute to the next research assessment exercise.
2. Prioritise research and enterprise as one of the key growth and development areas for the School, establishing a 'research active' culture.
3. Use research and enterprise (RAE) funding to achieve the individual targets in the RAE/research excellence framework (REF) investment plan and provide mentor support for clusters of early researchers in each department.
4. Link research mentoring to appraisal and a research training and development plan.
5. Create financial space to enable staff to carry out more research through relief from teaching, develop staff achievement in research and employ additional research fellows, readers and professors who will attract funding and stimulate 'webs' of research.
6. Increase the School's research income profile through writing and winning bids.
7. Create centres for research, enterprise, scholarship and postgraduate study – drawn on the strengths within the School.
8. Develop, at University level, a better understanding of the research paradigms in the School, for example, when making applications for fellows, readers and professors.

The following initiatives were created to meet these objectives within the School of Education.

In 2011, the School doubled its professoriate and research fellowship staff, appointing **Professor Andrew Lambirth** who has expertise and a research background in the teaching of literacy. In addition, two research fellows were recruited whose main task is to support colleagues in planning and writing bids for research. These new members of staff were appointed to fulfil the research and enterprise strategy to prioritise research and enterprise activity across the School (Strategy 1, 2, 5). The new professor was made director of research in 2012, while the director of CLE, formerly

Environment template (REF5)

the director of research and enterprise (**Professor Jill Jameson**), was appointed to lead the new strategic Centre and was awarded a professorship (Strategy 1, 2, 7). There are now four chairs in the School of Education.

Since 2009 a programme of research and enterprise related activity has been published annually with a core of activities which colleagues augment as the year progresses. A regular programme of research seminars for students, staff and other institutions is organised in which external and internal speakers address current education agendas, and staff disseminate research outcomes and effective practices and a range of methodologies across the School. Research days, dedicated to discussion of research and scholarship, were introduced in 2011. On these days all staff meet to hear keynote speakers and engage in research seminars run by fellow members of staff or external speakers. Currently two research days are planned for each academic year (Strategy, 1, 2, 6). The seminar sessions on the research days are facilitated by the seven research clusters under the guidance of the research cluster leaders. Members of the research clusters provide the seminars, generating a thriving community of scholars who are learning from one another and modelling the balance between researching and teaching.

The REF2014 submission shows a considerable increase in the number of colleagues being entered from those entered in the RAE2008 (Strategy 3) and reflects the development of the research culture and environment in the School.

The uniting of the School of Health and the School of Education into a Faculty of Education and Health in January 2013, and the subsequent creation of new structures in the Faculty currently underway, will build on the significant enrichment of the research and enterprise culture within the two Schools. Current plans led by the Vice Chancellor for the structure of the University include devolving responsibility from University research and enterprise committees (ethics and research degrees) to committees within the Faculty. This increased autonomy will allow greater opportunities for a strategy that builds on the Faculty's strengths and is tailored to the needs of its specific groups of research users.

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

The School works to the seven principles of the Concordat to support the career and development of researchers. It is dedicated to high quality recruitment and the development of our researchers through shared responsibility between researcher and institution. This is evidenced by the University being awarded, in February 2013, European Commission recognition for 'HR Excellence in Research'.

The University is an equal opportunities employer. It has 'Two Ticks' accreditation and is a designated Stonewall Diversity Champion. This is evidence of the University's commitment to equality and diversity.

The staffing strategy of the School has invested in the recruitment of new category A research active staff by adopting a school recruitment strategy that identifies candidates with high calibre research experience, a strong publication record and a successful record of bidding for research funds. In 2010 **Professor Andrew Lambirth** was recruited to the School and in September 2011 he was made director of research. **Professor Lambirth** is an established figure in the field of primary phase literacy education. In 2012 The School of Education recruited two research fellows to consolidate the research team. Their role is to assist in reaching the objectives of the School research strategy with a particular emphasis on bidding for external funds (Strategy, 1,2, 6).

Since 2012, the School of Education has worked with the University recruitment policy of seeking to recruit new members of category A staff who have a doctorate to increase the numbers of trained researchers capable of attracting research funds and undertaking research. In addition, in line with the University's central strategic plan (2012) the School made a number of changes to the staffing strategy and staff development for research and enterprise. The School has high expectations from all staff in this area, coupled with high levels of quality support. From 2012 the

Environment template (REF5)

director of research implemented the following initiatives:

- Encourage all academic staff to produce at least two high quality academic outputs a year appropriate to their role and experience within the School of Education.
- Targeted full time academic staff will be encouraged to study for a doctorate. There are currently 33 members of staff studying for a doctorate in the UoA

To support these changes the School has ensured that heads of departments and other line managers facilitate opportunities for all staff to attend conferences relevant to their field with, in most cases, production of a high quality output (e.g. presentation of peer reviewed research papers). Research activity is also supported by the establishment of seven dynamic research clusters run by research cluster leaders who plan activities designed to encourage research and scholarship outputs. They also generate bidding activity within a defined but broad field of research and scholarship.

A central aspect of the support for staff is the provision of a research and scholarship mentor for every member of staff, appropriate to their level of development. Mentors and mentees meet regularly (at least three times a year) and an annual action plan for each individual and reports on progress are written and returned to the director of research from mentor and mentee. Research mentoring is linked to appraisal and an individual research training and development plan. An academic work plan enables line managers to distribute time for individual members of staff to complete research and enterprise activity appropriate to their role and experience (Strategy, 1, 2, 4, 5).

The University operates a sabbatical programme which allows staff members to concentrate on particular research projects, or to develop their research experience by working at other institutions (<http://www2.gre.ac.uk/about/policy>).

Senior research staff support research students and organise staff development for experienced and new researchers. The needs of the staff are surveyed by the director of research and identified from appraisal meetings

Research seminars provide opportunities for university colleagues and students to test work in progress, rehearsing reports and articles in a supportive, collegial climate. Individual supervision, support, and formal research methods courses are complemented by weekend and evening workshops for all research students and staff student research conferences are now a regular feature

ECRs are supported both centrally from the University and from within the School of Education by offers of funding, support sessions and annual awards for excellence (<http://www2.gre.ac.uk/research/ecri>). An ECR School coordinator has the role of ensuring good communication between ECRs and senior research staff within the school and also that ECRs are taking advantage of the support offered. Two ECRs from this UoA are being submitted into the REF2014. The University provides ECRs with bidding opportunities centrally and training targeted at their needs. A University competition is held annually to encourage and reward high quality research and publication from the ECR community. The University and School regularly feature news articles focused on emergent research achievements and awards, including those of younger and less experienced staff.

Research students

Professor Alan Reed runs the University-wide postgraduate researcher development programme which provides training for research students in all areas of scholarship across the University. Research students are given a comprehensive student handbook which provides a thorough introduction to research study at the University of Greenwich. Supervisors are also provided with high quality training centrally through the University professional development programme.

The School's strategy for research students has operated well since 2008. Currently the School

has 38 part time doctoral students enrolled on EdD (final thesis stage) and PhD programmes and four full time PhD students. Since 2008, twenty four doctoral students from this UoA have successfully completed their studies. The University has a well-established procedure for registering and monitoring approved research degree programmes, including supervision, transfer, examination and infrastructure; aspects of this procedure drew praise from the Quality Assurance Agency during their review of postgraduate research degree programmes. Research students are supported by a team of two or three supervisors; postgraduate tutors keep track of research student progress and provide pastoral care. Supervisory teams for MPhil/PhD and EdD research students provide student support and mentor staff new to research supervision, enhancing future capacity. Formal registration, supervisory, research progress and examination arrangements for research students are approved by the University research degrees committee.

The EdD programme (launched in 2001) provides structured, systematic preparation in research theory and methodologies for research in education. EdD dissemination expectations provide effective mechanisms for enhancing research student capacity and encourages publication and transfer to practice. Conventional doctorate students have access to EdD provision and retention on doctoral programmes is strong.

Research training is provided through online resources and University and School facilitated training programmes. Space for quiet study for doctoral students can be found in hot-desking rooms, and dedicated doctoral study rooms available across the Avery Hill campus.

Vice Chancellor's PhD scholarships

In 2012 the new Vice Chancellor's PhD scholarship scheme was launched to increase the number of full time PhD students in the University. This is a prestigious scheme based around a rigorous competitive process. The School of Education attracted four full time PhD scholars – researching primary school poetry, literacy, higher education and the history of pain in childhood. These four students contribute to teaching across a range of programmes, and to research seminars for staff and doctoral students. They are supported by the University and School postgraduate student support systems and are supervised by experienced academics.

d. Income, infrastructure and facilities

Between 2008 and 2012 the School of Education's research income came to £192,892.

In addition, a significant enterprise income in this period came from the Children's Workforce Development Council For the Early Years Professional Standards contract which brought in £2,021,111 increasing the UoA's capacity for dissemination and impact.

The number of bids made from the School made a significant rise in 2011/12. Bidding activity has remained stable since then.

The UoA continues to attract funding. In August 2013 **Professor Jill Jameson** won Economic and Social Research Council (ESRC) funding (£29,353.44) for a seminar series HIVE-PED: Higher Vocational Education and Pedagogy in England with partners from the University of Birmingham. In 2013 **Professor Andrew Lambirth** won £84,724 from two projects with primary schools in Kent and one research and development project with Kent Local Education Authority. In 2013 **Dr Gordon Ade-Ojo** won funding from Grundvig (£29,841) for his project Promoting Employability through Specific Literacies. **Professor Ian McNay** has won a Tempus bid with a value to the UoA of around £50K

As part of the School's strategy for being 'bid-ready', the director of research meets every fortnight with a University business manager and research fellows to review current opportunities. Individual colleagues are targeted for particular potential income opportunities. The director and the research fellows nurture ideas; additionally they compose, review and provide feedback on bid proposals. The business manager guides and supports colleagues in establishing the funding required. When bids are won news is circulated by newsletter to encourage colleagues and celebrate the achievement.

The School of Education is supported in its research and enterprise efforts by the University's Greenwich Research and Enterprise Centre (GRE). GRE regularly offers training and support in all relevant areas of research and enterprise. It also offers support to bidding for research grants and peer review for research bids over £20k through an internal peer review forum.

The School of Education offers a menu of research and enterprise support workshops to encourage research outputs and bid opportunities. Organised by the director of research, this series of support sessions is run by members of the School RDC. The content of sessions is planned from information provided by a survey of the needs of individuals in the School. In addition, the seven research groups organise a programme of support sessions and activities tailored to the needs of their members.

To boost the success of externally funded research bids, the Dean and former director of research and enterprise recruited a centrally-funded business development manager in 2009, while more recently the current director of research aims to recruit a School research manager to find tenders, oversee bidding for research funding and the management of existing projects (Points 1, 2, 6). In addition, to widen the means to write and win bids, the School intends to work in partnership with commercial business consultants (Strategy, 1,2,6).

Writers' retreats for colleagues have been established to provide opportunities for colleagues to work on publications and other forms of academic writing. The retreats offer time away – on a full board basis – from the normal working environment for three days. There are two retreats organised every year; one in Cambridge and the other in Tunbridge Wells. The retreats each take ten members of staff who are supported by experienced colleagues.

The University has a central depository for all publications produced by staff. School of Education staff also submit their work to this central record known as GALA. The University contract with Research Professional provides regular bespoke bulletins to individual members of staff on research funding opportunities. All members of the School have access to this facility. In addition to the School of Education Library facility on the Mansion Site where the School is based, the University is currently building a new Library in Stockwell Street in Greenwich close to the Maritime site. This new facility will be a 'state of the art' library offering a wide range of resources to support research and scholarship for students and staff.

e. Collaboration and contribution to the discipline or research base

In July 2011 **Professor Andrew Lambirth** was made vice president of the United Kingdom Literacy Association. He became the president elect in 2014 and will be president in 2016. He sits on the editorial board of the Blackwell-published peer-reviewed journal *Literacy*.

Professor Lambirth won an ESRC Seminar series (04/01/2011–03/07/2012) (RES-451-26-0830) with Dr Sue Dymoke from the University of Leicester and Dr Anthony Wilson from the University of Exeter. The seminar series came to the University of Greenwich in May 2011. **Professor Lambirth** is director of the Literacy Research and Development Centre in the School of Education. The aims of this centre are to facilitate the development of research into the teaching and learning of literacy and language education both inside and outside of schools, nationally and internationally. Colleagues from schools and Local Education Authorities attended two conferences arranged by the centre in 2012/13 and Kent education authority officials (Rachel Gough Senior School Improvement Advisor for Kent LA) recommended the University of Greenwich team in an email to all schools in Kent:

'We are very pleased to tell you that the LA is linking with Greenwich University which is a centre of excellence for literacy. These links will strengthen the development of a Kent strategy for literacy, and support schools by providing resources and training. Working with Greenwich provides significant potential for improving literacy for Kent pupils' (06/11/2012).

Professor Ian McNay has edited *Research into Higher Education Abstracts* since 2008 which has allowed an 'intelligence service' to colleagues related to their individual interests.

Professor McNay also 'partners' with staff in the University of London Institute of Education for research and development bids.

Professor Jill Jameson was unanimously elected Chair of the International Society for Research into Higher Education (SRHE), following her earlier work as chair of the SRHE Annual Research Conference in 2010. **Professor Jameson** is 2013 guest editor of a special e-leadership edition of the British Journal of Educational Technology, ranked 12th in the international journal rankings for education and educational research (impact factor 2.098). **Jameson** was proposed by BJET to be the new convenor for the British Educational Research Association (BERA) Special Interest Group on new technologies research. In 2013 **Professor Jameson** as principal investigator won ESRC funding for a seminar series HIVE-PED: Higher Vocational Education and Pedagogy in England with partners at the University of Birmingham

The Centre for the Study of Play and Recreation (CSPR) was established in 2010 and has been active in bringing together different groups of professionals, academics, play workers, local history society members and interested members of the public. In May 2011, the centre launched the London Network for the History of Children and in January 2013 the Network for Children and the Law will be formed. The Centre was awarded a Vice Chancellor scholarship in the history of childhood. The centre is also developing consultancy work, and has advised on grant applications for other organisations, one of which was successful in obtaining funding from the Drapers' Company. The CSPR have contributed to the research environment of the School by running the following events: Play from Past to Present: Global Perspectives (April 2010) with keynote speaker Professor Nicholas Orme (University of Exeter), attended by Greenwich undergraduates and postgraduates as well as staff and academics from the universities of Warwick, Exeter, Glasgow, Toronto and Cambridge; in March 2011 the Religion and Play one-day workshop; in January 2012 the 'Rethinking the History of Childhood: Narratives, Sources, Debates' one-day conference attracting interest from practitioners, PhD students and representatives of local history societies, including Pollock's Toy Museum Trust. This conference coincided with an exhibition called 'Junk Play' run by Dr Keith Cranwell of the School; in May 2012, the Youth, Recreation and Play conference showcased research in a special panel from the Department of Education and Community Studies, as well as professionals and academics, including early career scholars.

The CLE, acting as a hub for newer and doctoral researcher development, organised a range of research conferences in 2011–12, including successful events on: The Virtues of Openness and the 'Academic Spring'? with keynote speakers Professor Michael A. Peters and Professor A. C. (Tina) Besley (PhD) of Waikato University; a CLE-SRHE-BERA research event on Pedagogic Leadership in Post-Compulsory Education: Does it Exist? with keynote speaker Professor Emeritus Denis Gleeson, University of Warwick; a CLE Barefoot Leadership event on 'Successes, issues & coping mechanisms: Learning from 'non-traditional' Indian students in UK institutions', with keynote speaker Dr Isabelle Perez-Gore, University of Reading. The Editor of BJET also invited **Professor Jameson** to present at a BERA 2012 Conference Wiley-BJET Seminar: Redefining the Field of Educational Technology alongside Professor Diana Laurillard of London Knowledge Lab.

In April 2013 the international Discourse, Power and Resistance conference was hosted by the UoA at the University of Greenwich. 153 delegates attended the conference, 73 came from countries outside the U.K. with 129 presentations (12 from this UoA). A special conference edition (Volume 5 number 3 2013) of the DPR journal *Power and Education* was published on 30.10.13. This conference returns to the University of Greenwich in April 2014.