

<p><b>Institution: University of East London</b></p>
<p><b>Unit of Assessment: 25</b></p>
<p><b>a. Overview</b></p>
<p>In 2011 Education combined with Social Policy and Social Work in the new Cass School of Education and Communities to provide an organisational foundation that better supports our research plans, recognising interdisciplinary research as a mainstream activity, and strengthening our academic core to support our research strategy. In spring 2009 the University completed the £6.45 million Cass School building, including the construction of dedicated research facilities. Education research at UEL has a long tradition of applied, practitioner and policy focus, and a strong record in knowledge transfer (see impact template). The research is a core part of the UEL themes of <i>Children Education and Lifelong Learning</i>; and <i>Creative, Digital and Information Technology</i>.</p> <p>This submission is focused on two research centres: the <b>International Centre for Public Pedagogy (ICPUP)</b> and the <b>International Centre for Mixed Economies in Childcare (ICMEC)</b>; and two developing research clusters: the <b>Teacher Education Research Group (TERG)</b> and the <b>Higher Education Research Group (HERG)</b> including the internationally recognised and established Continuum research centre. <b>ICPUP</b> has specialist, international expertise in the application and development of educational theory beyond formal schooling. It includes analysis of the domains of cultural education, public space, popular culture and political struggle. <b>ICMEC</b> is a world leader in the study of early childhood education and care, with a strong focus on policy and practice in low income countries. The work of the centres is supported by significant EU, ESRC and EPSRC grants.</p> <p>Since 2008 the UOA submission has increased from 7.8 to 8.4 FTE, with a significant increase in the quality of outputs submitted for this REF. This submission therefore reflects an increase in both quality and volume across the UOA as a whole. The submission includes 5 professors, 2 readers and 2 ECRs. Staff submitted from ICMEC are <b>Penn</b> and <b>Lloyd</b> (both submitted in 2008), seven staff submitted from ICPUP (<b>Chadderton, Cole, Edmonds, , Maisuria, Preston, Ravenscroft</b> and <b>Sneddon</b>), 1 from HERG (<b>Kim,</b>); and 1 from TERG (<b>Murray</b>). Staff whose research careers developed at UEL, but have now moved, include Ang and Grey (to Institute of Education), Urban (to Roehampton), Chakrabarty (to Oxford) and Malloch (to VU, Melbourne).</p>
<p><b>b. Research strategy</b></p>
<p>As outlined in RAE 2008 our main strategic aims were to</p> <ol style="list-style-type: none"> <li>i. increase our external grant income</li> <li>ii. support the development and expansion of our research groups and clusters</li> <li>iii. increase our international profile through active quality dissemination, the creation of networks and further interdisciplinary work</li> <li>iv. increase the quality and impact of our work</li> <li>v. create a vibrant research environment which contributed to building researcher skills</li> <li>vi. increase levels of doctoral expertise in our staff base</li> <li>vii. increase support for our PGR cohort including an increase in completions</li> </ol> <p>i) <i>Increase in external grant income</i>. During the period we have gained a number of significant grants. For example, <b>ICPUP</b> has won grants including two major ESRC projects with <b>Preston</b> as PI: Preparedness Pedagogies and Race: an interdisciplinary approach; and Mass Population Response to Critical Infrastructure Collapse (£470k including impact uplift grant); and an EPSRC project on city evacuations, with a strong education component on public pedagogies (£848k). <b>Preston</b> has also been the leading investigator on two projects for the European Commission (CEDEFOP; 2010 – 2012), researching how Vocational Education and Training (VET) impacts upon different societies and social groups. Similarly, <b>Ravenscroft</b> as PI, has gained funding for RadioActive Europe and Radioactive UK (EC, €390k; Nominet Trust, £120K); and Digging by Debating funded by JISC, ESRC, AHRB (UK) and NEH (US), £231K (UK). He also directed the Westfield Transport Observation Exercise, funded by the Olympic Delivery Authority (£98K). In TERG <b>Murray</b>, as PI and Co-I, has received two ESRC grants (£127K). We have also gained significant non-HESA funding from charities, the HEA and other agencies during the period.</p>

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ii) *Supporting the development and expansion of our research groups and clusters*

**ICPUP** has significantly evolved from its origins in the CREATE / Social Justice grouping of RAE2008. **ICPUP**'s focus of research activity has been on public pedagogies, Critical Race Theory, radical Technology Enhanced Learning (TEL), vocational education, social justice, and studies of post-compulsory education/ training programmes and their implications, particularly for those in marginalized socio-economic, ethnic or linguistic groups. Comparative work, with a focus on social justice, has been a distinctive feature of all work. ICPUP now includes nine researchers; with two professorial appointments, **Preston** in 2010 and **Ravenscroft** in 2011 as its co-directors. Resource from both School & University level has been used to recruit 4 new research staff, **Chadderton, Edmonds, Firth, Kolkithia** (from MMU, Nottingham University and the Institute of Education). **Preston's** research has focused on the application of frameworks from critical whiteness studies and critical race theory to 'disaster education', arguing that disaster education in various arenas (in terms of official education, citizenship education and informal education) is inequitable and unrepresentative. The research is closely related to the work of other members of the group particularly work on preparedness pedagogies, including **Kolkithia** (who works across ICPUP and HERG) and **Cole** on Critical Race Theory and racism. **Edmonds** has also produced work on preparedness and vocational education as well as work on autism and education. **Chadderton's** research relates strongly to **Preston's** and also debates how the work of Butler is applied in critical research. **Ravenscroft's** research contributes strengths in the use of Technology Enhanced Learning to address social justice and public pedagogy issues. **Cole's** research considers the relationship between Critical Race Theory and Marxism within educational theory. Other work looks at racism in education, including non-colour-coded racism. **Maisuria's** research focuses on the intersection of social class with 'race', with recent work examining the efficacy of Critical Race Theory and the concept of Racialisation in UK, US and Swedish educational contexts. Additionally, this group incorporates the work of **Sneddon** on bilingualism and biliteracy in the context of community languages and social justice issues. During the REF period there have been 3 post-doctoral researchers in **ICPUP** – **Chadderton, Firth** (current, submitted to UoA23 for this REF) and **Kolkithia**, and 3 research fellows / assistants (**Edmonds, Dellow** and **McAllister**). The recent appointment (2013) of **Firth** as a post-doctoral researcher in sociology / political economy from Nottingham has further strengthened interdisciplinary work.

**ICMEC** - UEL's International Centre for the Study of the Mixed Economy of Childcare researches service costs and equity risks associated with the marketisation and privatisation of early childhood education and care (ECEC). Established in 2005 and re-accredited in 2010, its interdisciplinary research has contributed to policy debate within the EU, OECD, UNESCO and other supra-national bodies and informed the UK Government's development of ECEC and child poverty policies. Major achievements have been in analysing the market's growth through interdisciplinary research drawing in insights from policy studies, politics and economics. **Penn's** work has highlighted the increasing use of the private market in early childhood provision and its repercussions for related services. Her research, with both academics and policy makers, has focused on mixed economies of childcare, particularly on the growth of private for-profit provision and its impact on the viability, quality and sustainability of ECEC and equity. **Lloyd's** research, for which she was awarded an OBE, focuses on policy, practice and theoretical links within ECEC provision in the UK, adopting a comparative perspective with other Northern European countries, particularly the Netherlands.

**TERG** – the teacher education research group led by **Murray**, incorporates staff in ITE and CPD, and is committed to research-informed professional practice and widening participation in research. **Murray's** research is framed within a sociological concern with the re(production) of social patterns and relations through teacher education. It has developed a conceptual language for understanding teacher educators' work and new knowledge on the group's professional identities. Newly developing work includes **Czerniawski's** research which problematises and contests the overly deterministic themes in the literature on globalisation for teacher professional identities; **Kidd's** research which theorises the use of emerging technologies to support the development of teacher identities and expertise; **Bosanquet's** research, with **Blatchford, IoE**, on teaching assistants' use of pedagogical language; and **Tennent's** research on techniques for guiding teachers to improve children's reading scores. Since 2008 **TERG** has developed conceptual frameworks for the group's work, increased the number of successful research bids, developed writing and publication expertise and achieved created strong inter/national networks.

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**Murray**, was PI of a research-capacity building model for the ESRC,(TERN), a national pilot in 2009/10; she was also co-applicant with McNamara, Manchester; for the successful ESRC Workplace Learning in Teacher Education seminar series). Five other grants of **Murray's**, including a project funded by the Society of Educational Studies and others by the Higher Education Academy, have supported TERG's work. During 2008-2013 TERG worked with 22 Visiting Scholars (from Australia, Continental Europe and Canada).

**HERG** works to develop research with a focus on HE in national and international contexts. Much of this work is comparative. **Kim** was appointed as a Reader in 2013 (from Brunel) to lead this newly re-focused group. She works with Kolokitha, Trushell and Walker as other researchers in the group. **Kim's** research is interdisciplinary and transnational, focusing on issues around universities, governance/management, academic profession, mobility/migration, politics and sociology of knowledge and identities. Emerging research in this group, but not submitted here, includes: Kolokitha's research looking at the policy implications of European policy initiatives in HE (notably, the Bologna Process); Trushell's research analysing the impact of new technological forms of engagement and monitoring on university students; Walker's research focusing on comparative and International higher education, specifically the political economy of trans-national academic mobility. HERG incorporates the research portfolio of Continuum the Centre for Widening Participation Policy Studies. Storan is Director of this centre. He has an international research record with a total contract value in excess of £6 million, with extensive work reflecting national and international near-policy research and development projects. Other researchers in HERG, aiming for 2019 REF, but not submitted here include Berzins, Hudson and Permuel.

iii) We have developed a range of active, productive and prestigious international collaborations in the UK, Europe and the US. Some of these are outlined in (section e).

iv) *Creating a vibrant research environment and building researcher skills.* We continue to enhance our active and vital research culture within Cass and the University as a whole through ongoing delivery of meetings, seminars, workshops and conferences (see below) conferences. There is a weekly seminar series in term time. External speakers have included: Ball, Evans and Fielding (Institute of Education); Sikes (Sheffield); Thomson (Nottingham); Gewirtz and Maguire (Kings), with additional seminars and conferences held on average four per annum 2008 – 2013. We have received 22 International Visiting Scholars (e.g. Beck and Kosnik from OISE, Canada). We have a strong focus on the development of staff skills, actively building our researcher base. All staff are allocated to research groups; given a research mentor; and receive annual reviews of research progress. This provision is led by **Murray** (Research Leader) with active support from other professors e.g. **Preston** takes responsibility for research grant capture across the UoA, including robust, internal peer review and mentoring procedures for generating and scrutinizing bids. All professors and readers are mentors. All undertake doctoral supervision and examine doctorates externally. We have set up an internal journal (RiTE) to provide a forum for staff development in academic writing. Edited by Czerniawski, it is disseminated internally and to our 500 partnership schools, with 30 School staff members, most teacher educators, publishing in the journal since 2011, alongside high profile national researchers such as Ball, Maguire and Menter as external contributors.

v) A further RAE 2008 target was to increase the number of staff holding or studying for doctorates. We are pleased with our progress with 35% of School staff now having doctorates and a further 30% currently studying for them.

#### **Future strategic aims & their delivery**

Future plans for this UoA have been developed with reference to the University's six strategic objectives and the over-arching aim to be the top modern university for research. The strategic aims we have identified for our UoA are:

i) To further build **ICPUP** and **ICMEC** as centres of research excellence, and to Invest further in **TERG** and **HERG**, led by **Murray** and **Kim**, (with Czerniawski as a newly created Reader), to create two UEL international centres in these areas. Comparative education is an additional area of work which we will seek to develop drawing on the strengths in particular of **Preston**, **Kim**, **Lloyd** and Czerniawski. This will enable us to further increase the world standing of work in these areas. We will be looking to develop mid career staff and also to make new appointments of professorial and ECR staff to strengthen and sustain these areas (see section c).

ii) To maximise the future impact of our work we will continue to increase engagement with external stakeholders including national and local governments, existing and emerging

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stakeholders in school education, third sector organizations, technology providers and software developers.

iii) We will continue with our success in seeking funding for all aspects of our work. We would anticipate that from 2014 to 2019 we will continue our recent success and gain a minimum of 10 large research grants of average £250k, so that our programmatic work is not dependent on recurrent QR funding and can be sustained over the long term. We will particularly be looking to increase external research funding for **ICMEC**, **TERG** and **HERG** to complement our continued success in gaining large grant funding for **ICPUP** and applied non-HESA funding through Continuum. We will also be developing the skills of our early and mid-career staff to increase success rates for external grant writing.

iv) We will be looking to further double doctoral student completion rates by 2012, and continue to develop our staff, and aim for an increase in staff with PhDs to 50%+ (including completions for 12 members of staff, currently registered as EdD/PhD students,

v) We will be looking to develop even stronger dissemination channels for our research (see impact template). In particular, all projects, both internally and externally funded, will develop a communication plan to increase our engagement with academic networks, as well as practitioners / policy makers and the public. We will also develop further our evaluation and auditing of impact and communication, working closely with UEL marketing and communication units.

### c. People, including:

#### i. Staffing strategy and staff development

As outlined in our past and future strategic aims, we have sought to recruit high calibre new staff (e.g. **Preston**, **Ravenscroft**), retain and support existing staff, and increase the skills of research active staff in order to help their career progression.

*Staff development across career:* Many academics in Education are new to research and we are actively increasing PhD training. Staff are offered extensive training opportunities: The UEL Researcher Development Programme offers a suite of skills development workshops and online resources designed to meet the needs of research-active staff and postgraduate research students as part of the research development framework designed by *Vitae* to meet UK Concordats. All new ECR academics are allocated a mentor, and are fully integrated into a research group, and resourced to develop their external research networks (through equipment, seed-corn funds conference funds or meeting costs). Consistent with the first principle of the *Concordat* we regularly provide bridging funding between contracts: for example, in this REF period, for **Chadderton**, **Edmonds**, Kolkithia. Subsequently we have retained high quality researchers previously on teaching or fixed-term contracts, who are now permanent (**Chadderton**, Czerniawski, Kidd). As per principle two of the *Concordat*, researchers are valued by the School and University 'as an essential part of the organization's human resources'. Both **Chadderton** and **Firth** have been funded centrally as Vice-Chancellor 's Fellows. All fellows meet regularly with the DVC-Research – or a senior professor - to discuss progress and support.

*Developing and supporting staff in their research:* Annual staff development reviews help individuals to reflect construct and evaluate annual research plans with their research mentors. All plans are monitored and evaluated by the School Research Leader to inform the on-going School Research Strategy, which is made responsive to the developing staff research needs and aspirations. To facilitate the development of research, appropriate adjustments are made to workload allocations on promotion or when internal / external grants are obtained. The School Research & Knowledge Exchange Committee advises the School Research Leader and is represented at School Board, Senior Leadership meetings and the University Research & Knowledge Exchange Committee, as chaired by the Deputy-VC (Research). Staff members are supported to make applications to the University's annual promotion round for Reader, Professor or Senior Research Fellow. The development of researchers at all stages of the career cycle is recognized and promoted, as consistent with the third principle of the *Concordat*.

In addition to the internal journal (RiTE) we host internal research conferences at which research at all stages of development is presented, regular research group meetings, internal research student seminars at monthly doctoral evenings and Education research methods workshops. Further staff and student development is available through an ongoing series of university seminars and an annual internal conference, centrally-organized research-related development workshops & seminars, supported inter/national conference attendance, and competitive bidding for annual QR funds to employ research interns. We also have active links with other Schools including education

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staff and students taking part in research seminars at the UEL Institute for Research in Child Development and Institute for Health and Human Development.

*Developing the research of colleagues new to research:* Wherever professional requirements for ITE permit, the appointment of colleagues with PhD qualification or equivalent and an active programme of publications is pursued as desirable. All new staff are allocated upon arrival to one of the School's research centres or groups. Research Group Coordinators, readers and professors act as mentors, discussing theoretical and methodological ideas, and encouraging and advising upon the production of outputs and grant applications. **Murray**, as Research Leader and **Preston**, as lead for research grant development, meet all new staff and examine how research work can be facilitated in terms of time, equipment and access to participants. ECR grant application opportunities are brought to ECRs' attention by mentors and the University's Research Development Services (ReDS). Members of staff, especially those recruited from schools /other practice settings without previous research experience, are strongly encouraged to undertake doctorates. All staff members, whether or not enrolled for doctorates, are invited to attend research training sessions. New colleagues can also improve their research skills by attending the School's M-level, advanced research methods modules. In-house forums for research presentations within research groups/centres also provide constructive feedback to new colleagues.

*Equality & diversity:* We are committed to equality & diversity, having flexible working practices which allow staff to engage in part-time working, with many members of staff submitted here having had periods of parental leave or flexible working. We actively manage this process to facilitate return to work.

**(ii) Research students**

Our PGR students are integrated into our research groups/centres, taking part in seminars, planning sessions and invited speaker talks. Dedicated spaces for PGRs within the School and the new Library enable social and study opportunities. In addition to Cass School provision detailed above, Continuum organises an International Summer Institute in partnership with USA universities. PGRs are encouraged to participate in the annual School and UEL research conferences. We fund our PGRs to deliver posters and oral presentations at national and international conferences and support them to attend training workshops (for example, ESRC Research Methods). Within the new Cass building, research now takes place in a purpose-built environment where there are facilities for all PGR students. The Research Room contains computers loaded with relevant software programs, a secure storage system for data and relevant research equipment for loan. Upon arrival, all PGRs are allocated desk space and networked computer support in this space. There is also provision for PGR students in quiet study areas in the new library, which has been built on the Stratford campus, greatly increasing the capacity for quiet study areas, as well as academic and social networking spaces. The University offers a comprehensive series of research workshops, training and support for all PGR students, including its staff on doctoral programmes. These workshops, often conducted in conjunction with Queen Mary's University, London, compliment the research student training available within the Schools and Services. MPhil/PhD education and EdD students are supported by three doctoral-level modules in Educational Research. New PGR students complete these research skills training modules in their first year and, where required, may also take additional Masters or doctoral modules to support their development plans.

The School *Research Degrees Leader* (Czerniawski) and *EdD Programme Leader* (Tennent), implement support and monitor of research students via the School *Research Degrees Committee* (RDSC) which meets five times a year and reports directly to *University Research Degrees Committee*. Induction procedures and expectations for Annual Reviews of student progression are clearly identified and communicated to students on both PGR routes. Czerniawski and Tennent hold monthly networking events for students at doctoral evenings.

**d. Income, infrastructure and facilities**

Since 2008 we have submitted over 64 external bids to the value of £14million. We have been successful in obtaining over 1 million in HESA and Non HESA funding. HESA returned research income from grants since 2008 has totalled £212,617 per annum over the REF period, well above sector average for an education research unit in a new university (see REF4). Successful bids have been made to the Research Councils including a major grant (£848K) from the EPSRC, **Preston**, DFuse project, as detailed in section b; and five ESRC grants: **Martin** [died in post, 2009] £17K for seminar series, **Murray** £110K for the TERN project and £17K for a seminar series (with

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University of Manchester), and **Preston**, including the influential and inter-disciplinary Preparedness Pedagogies and Race project with Chakrabarty, now Oxford £57K; and the current Mass Population Responses to Critical Infrastructure Collapse, £396K. **Ravenscroft** and Urban, now Roehampton, have been successful in obtaining grants from European funding sources (**Ravenscroft**, Radio Active EU, EC Lifelong Learning Programme, E390,000, 2013 – 2015; Urban, the CORE project, with University of Ghent, 2009-10). Continuum has been successful in obtaining very significant sums of grant funding e.g. from HEFCE and BIS and UK/international universities. Significant grants across all clusters have also been obtained from local organisations (e.g. the Olympics Development Agency, **Ravenscroft**, £98k and the London Development Agency, **Penn and Lloyd**), charities and NGOs (e.g. CfBT, **Penn**; SES, **Murray**) national government agencies including JISC (**Ravenscroft**, Digging by Debating, £150K), the DfE (Herrington) the HEA / ESCalate [6] (Kidd, **Murray**, Storan), international funding agencies including CEDEFOP (**Preston**, £48K), the EU (Urban), £10k, and the Lien Foundation, Singapore (Ang, now IoE, £22K). These grants have employed 22 project staff over the REF period. As indicated above, within Education there is a strong peer review and mentoring system for generating and scrutinizing research grant applications, led by **Preston**. Research groups also act as sounding boards for research bids. The university's ReDS centre supports grant applications and, together with the UEL Finance Service and dedicated Cass School research administrators funded by each project, provides effective administrative support for successful bids.

Despite these high levels of activity across the unit, we recognize that much of our large-scale grant capture has been largely focused within ICPUP to date, with Continuum contributing large amounts of funding for near-policy research. Whilst we intend that the emphasis on grant generation within these two centres is consolidated at the same pace in the next REF period, we will also aim to develop further the funding achieved in other education research clusters. Our grant income from external sources, coupled with targeted QR funding (RAE 2008 income ring fenced within the Cass School budget and effectively managed by **Murray** and the Research and Knowledge Exchange Committee) and University resource, means that we have maintained a vital research culture. These developments have been further supported by School and UEL capital equipment and building funds. As indicated in a), research is located in the new £6.45 million Cass School building, which includes dedicated research facilities. Research on the Stratford campus has been further strengthened by facilities within the new £14.7million library.

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

**Fellowships & awards:** **Preston** is an ESRC Global Uncertainties Leadership Fellow (2012 - 2015). **Murray** was awarded the SAGE BERA prize for research in the post-16 sector (2010). **Murray** and Czerniawski are National Teaching Fellows for the Higher Education Academy, with Murray's award in recognition of her research capacity building work in education. **Murray** is a Visiting Professor for Monash University. **Kim** has held a Visiting Research Fellowship at the same institution, thus strengthening links between this prestigious Australian university and UEL. **Lloyd**, awarded an OBE in 2013, is a Visiting Fellow at the University of Bristol and the Thomas Coran Foundation. **Maisuria** is Visiting Scholar at the Universities of Uppsala and Gothenburg in Sweden, as well as at the University of South Australia. **Sneddon** holds the same post at Birkbeck. Czerniawski (elected) and **Murray** (co-opted) are both members of BERA Council. **Murray** chaired the On-Line Resources Editorial Board for BERA (2010–2013) and co-leads the Teacher Education SIG (2009 – to date). Storan is visiting Professor at Malmo University.

**Effective collaboration & integration with external bodies:** **Murray** has held many advisory/consultancy posts since 2008 including for the European Commission teacher education unit, and the Higher Education Academy. **Penn** has been a consultant for governments and NGOs including the OECD, UNICEF and the South African Department of Education. **Lloyd** has advised organisations including the DfE, the EU and NGOs in Europe and is also involved with on-going collaborations with the Centre for Social Research's Children and Families unit and the University of Oxford (see ICMEC case study). Storan acted as an advisor to HEFCE on facilitating access to HE (2008-2012) and is Chair of FACE and Director of AonA (2007-13). **Preston** has advised the Department of Homeland Security, Cabinet Office, Home Office and three city Emergency Planners on disaster education (see ICPUP case study). He has also advised the EU on vocational education and social inclusion.

**Inter-disciplinary and International collaborations:** We have systematically developed interdisciplinary work within UEL e.g. **Ravenscroft's** work draws on Technology Enhanced

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Learning in educational psychology and applied informatics which links with research in Psychology and Digital Media at UEL. The ICPUP team also works with Frumkin's work (Psychology) and **Sampson** (UEL, UOA22, Social Policy), on grant-funded a cross-disciplinary study of extremism in local communities. **Preston's** work is similarly inter-disciplinary in its use of research methods, drawing on political economy, sociology, cultural studies and security studies (see final section for details).

We have developed a range of prestigious national and *international collaborations* including: **Preston** with Bhopal (Southampton), Green (IOE); **Ravenscroft** with the University of Indiana, the Fraunhofer Institute (Germany), the Open University of Netherlands, the Know-Centre (Technical University of Graz) and the Institute of Social Innovation (Vienna). **Murray's** collaborative networks both within and beyond the UK are extensive. International collaborators include Loughran and White (Monash, Australia), Swennen, Dengerink and Lunenberg (Vreinuniversiteit, the Netherlands), Smith and Ulvik (Bergen, Norway) and Beck and Kosnik (OISE, Canada). National collaboration include with Menter (Oxford), McNamara (Manchester), Jones (Liverpool John Moores), Hulme (Glasgow) and Clarke (NI). Collectively, these research areas have strong synergies with ongoing research council and government agendas (e.g. **Preston et al.** work on Global Uncertainties (ESRC & EPSRC); **Ravenscroft et al.** (EU agendas for social inclusion through educational deployment of new technologies); **Penn** and **Lloyd** on inter/national government agendas for high quality ECEC provision; and **Murray** and team on EC and English government changes to teacher education.

**Peer-review process:** All members of staff within this UoA make strong contributions to education research, and have strong, collaborative networks upon which their research is able to draw. For example, **Preston** and **Murray** are members of the ESRC Peer Review College and review grants for this funding council on a regular basis. Preston also reviews for the EPSRC.

**Murray** has reviewed grants for the Australian, Canadian and Swedish Research Councils. **Murray** is the Deputy Editor of the Journal of Education for Teaching (JET). Staff included here are members of editorial boards for SSRI listed journals e.g. **Kim:** Gender and Education, International Journal of Comparative Research; **Preston:** 'Race, Ethnicity and Education', the Journal of Vocational Education and Training and Journal of Critical Education Policy Studies; **Murray:** European Journals of Educational Research and Teacher Education, as well as JET. All submitted staff in this unit regularly participates in peer-review activities for a total of 35 international journals, the vast majority SSRI listed. Staff have edited more than 10 special issues of high quality journals during the REF period e.g. **Ravenscroft:** two special issues of the Journal of Computer Assisted Learning (JCAL); **Murray:** SI for BJES (with Pollard, IoE); three SIs of JET (with Kosnik, OISE, Toronto, Menter, Oxford and Harrison, Leciester) and an issue of Professional Development in Education (with Kidd, UEL); **Preston** (SI of Race, Ethnicity and Education on Critical Race Theory in England with Chakrabarty and Roberts, MMU).

**Effective mechanisms to promote collaborative research:** Our effective mechanisms to promote collaborative research draw on the strong networks of our staff, deploying these to enhance the quality of research at UEL and well beyond. So, for example, for ICPUP **Preston** works in sustained collaborative - and often inter-disciplinary - ways with Branicki (Warwick, Management), Binner (Sheffield, Economics), Galla (Manchester, Physics), Ferrario (Lancaster, Computing) and Jones (Imperial, Mathematics). **Ravenscroft** has collaborated with many researchers in Technology Enhanced Learning, educational psychology and applied informatics including with the US, Germany, the Netherlands and Austria, complementing national collaborations with researchers from Oxford, OU, Exeter Dundee and Queen Mary (University of London). These two professorial research networks have been deployed within ICPUP to secure grant funding and to develop the career of ECRs, as well as to make substantial contributions to the field of education research. Similarly, within TERG, **Murray** deploys her inter/national networks and her international profile in research capacity building to broker the collaborative research opportunities for ECRs. **Murray** was a founder member of the Teacher Education Group (TEG) which led capacity building in teacher education research as part of the TLRP project, in conjunction with BERA, HEA and UCET. She led the successful ESRC capacity-building project, TERN, in its first year, and has continued to be involved in management of the on-going network, now in its fifth year of operation, through phases of institutional and ESRC funding.