

Institution: University of Chester
Unit of Assessment: 25 Education
a. Overview
<p>Research in Education is conducted within the Faculty of Education and Children's Services via a Research Group under the leadership of Hulme, Garratt, Adams and Owens. The University's Strategic Plan identified Education as a key area for development since 2008 and this has led to investment in research capacities, particularly in the appointments of Garratt and Adams. The Research Group includes two research centres, the Research Unit for Trans-professionalism in Public Services led by Hulme and established in 2010 and the newly established Centre for Creativity, Education and Arts through Practice led by Adams. Since 2008, the Faculty has recruited a substantial number (n=50) of postgraduate research students to PhD and EdD programmes. Postgraduate training, liaison with the University's Graduate School and PG management issues are led by Garratt and Adams.</p>
b. Research strategy
<p>The strategic aims of the Education Research Group at the University of Chester have been pursued through the development of a small but intensively focussed group of researchers with collaborative research links to UK based and international research groups. These are connected to research and knowledge transfer projects working across the social sciences and arts. Since 2008, such aims have been operationalized through the recruitment of research active staff to strengthen existing multidisciplinary and multi-professional perspectives on policy whilst establishing a new, distinctive and complementary specialism in creativity and education.</p> <p>The work of our researchers, Hulme, Garratt, Moran and McKay, includes multi-disciplinary perspectives on policy in education including international and global policy making, social theory and philosophy. The relationship between policy and professionalism in education is explored through work on inclusion and special needs, sports coaching, citizenship and multi-professional working. Education research at Chester provides a focus on Creativity, Education and Arts through Practice, via the work of Adams and Owens, exploring links between creativity, education and professional practice, as well as research focussing on methodological and ethical issues.</p> <p>The research team in education has demonstrated academic success by achieving a consistent pattern of publications in international calibre journals. Furthermore, the research undertaken within this unit has contributed to the development of policy and practice within organisations concerned with regional, national and international perspectives. A distinctive feature here has been the application of such work to professional practice. The work has had a substantial impact on training for special needs and the management of multi-professional working in local authorities, and in the development of creative approaches to educational partnership in the UK and, more broadly, internationally.</p> <p>Key achievements during the census period for REF 2014:</p> <p>The establishment of an international network on Creativity, Education and Arts through Practice (RECAP). This has been supported by grants from Esmée Fairbairn Trust, the British Academy, the British Council, EU and the World Bank. Members of the network include: Bethlehem University and An-najah University, West Bank, Palestine; Theatre Academy of Finland, Helsinki, Finland; The University of Seoul, Seoul, Republic of Korea; which are active through the RECAP network. Under the leadership of Adams, RECAP has hosted the IJADE Conference and holds the editorship of the IJADE Journal, all of which articulates with a newly formed partnership with Tate Liverpool.</p> <p>The Research Unit for Trans-Professionalism in Public Services has been instrumental in attracting over £1.4 million in external funding including a multi-partner European Union Framework 7</p>

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project, a Dfe Booktrust project and an ESRC Project (RES-000-22-4156) co-led by **Garratt**. The research unit embeds the work of **Hulme and McKay** in particular on a variety of programmes in national and international contexts with a focus on developing knowledge across professional and disciplinary boundaries. The Unit offers leadership to an international network of scholars with a focus on multi professional work through the American Educational Research Association (AERA). Conferences including hosting the North of England Education Conference in 2009 (a conference attended by the Secretary of State for Education and delegates from 12 countries).

The future trajectory of research in Education post REF2014 will pursue the following strategic priorities:

- To continue to focus on Creativity, Education and Arts through Practice, further extending and consolidating the international networks established through RECAP.
- To extend work on multi-professionalism in public service environments via a focus on professional partnerships between universities and schools, local authorities and public service networks.
- To develop the methodological base underpinning collaborative partnership work and research, utilising mixed methodologies and including Randomised Control Trials (this will be supported by our newly proposed visiting Professor Paul Connolly).
- To develop links with arts based organisations in the UK and internationally e.g. Room 13, Manchester Camerata, TATE.
- To extend existing trajectories with work on special needs and inclusion, and to develop our focus on early years.
- To build on international links in existing fields with long term collaborative partners in Palestine, Sweden, Finland, the United States, Korea, Canada and Spain.

c. People, including

i. Staffing strategy and staff development

Since 2008, the University has actively promoted multi-disciplinary research in education. To this end it has approved two research-based professorial appointments in the Faculty of Education and Children's Services during the review period in **Garratt** and **Adams**. There has also been an emphasis on filling academic vacancies with new colleagues actively engaged in research with the majority of those included in this submission having been appointed during the review period. A clear driver throughout has been to appoint staff whose work can contribute to and enrich the areas outlined above, notably **McKay**. Opportunities have been provided for staff to collaborate with appropriate colleagues from the Faculties of Health and Social Care, Arts and Media, and Life Sciences.

The Faculty and University are strongly committed to the development of the research capacities of all the staff of the University. This was recognised externally by the recent award to the University of the HR Excellence in Research Award which demonstrates a commitment to implementation of the *Concordat to Support the Career Development of Researchers*.

The Faculty's Research Seminar series and concurrent Readers, Writers and Research Seminar Group developed and managed by **Garratt** and **Adams** has been instrumental in delivering the aim of developing research capacities of staff. Collaborative work between experienced and developing researchers has grown through the dissemination of research work developed by the University's most experienced researchers and Research Fellow (Professor Peter Clough 2010-11). Several speakers of world leading significance have delivered lectures since 2010. The three most experienced researchers in the Faculty **Garratt**, **Adams** and **Hulme** sustain capacity building through regular meetings with developing researchers to offer advice, co-writing and support in moving onto the next stage in their careers.

Newly appointed academic staff are supported by the University through an accredited programme leading to the Fellowship of the Higher Education Academy. A particular feature of the Chester programme is that the compulsory core modules provide developmental support in helping and encouraging newly appointed staff to understand the demands and opportunities of research

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supervision and encouraging them to study a further optional module that develops supervisory skills to a higher level. **Garratt** has played an active role in assisting with these developments across the University.

Probationary and induction programmes are co-ordinated and over-arching to ensure that all new members of staff are able to engage with the full range of the University's facilities and capacities for research support. Most significantly, this involves access to the University's Research and Knowledge Transfer Office (who supply guidance in applying for grants and setting up R & D contracts). In addition, the staff of the Graduate School are available to support postgraduate research projects and to assist in the induction and administration of potential and continuing research students.

The University's Performance and Development Review (PDR) process is focussed on detailed negotiations of objectives with a line manager. These objectives can lead to further training and development opportunities and frequently provides access to funding for research collaborations, conference travel and assistance with promoting research and PhD project opportunities via the University's website.

Through its Research Committee, the University has established a forum for beginning and early career researchers (led for 3 years by **Hulme**) to facilitate collaborative research partnerships across Faculty and disciplinary boundaries. The Research Unit for Trans-professionalism has drawn upon inter-faculty collaboration in preparing for funded seminars and KT workshops.

The University's Annual Staff Conference is an all-day event held each year. Research features though parallel sessions which disseminate ongoing and recent research projects. The conference has been instrumental in developing impact and in the sharing of good practice in grant applications and management, collaborative initiatives and understanding research governance.

The University has established the International Research Excellence awards scheme (funded though the Santander Universities scheme) which offers grants to encourage international research collaborations. These help to support long term and short term visits between University staff and collaborating universities. The Education Research team has acquired 5 such grants in the period under review with colleagues in Spanish Universities to explore the changing patterns of teacher education partnerships, international migration and policies on inclusion. Erasmus exchange programmes have been established to support international collaboration through the exchange of research staff and research students. The Intercultural Education programme has been particularly significant in stimulating ongoing research partnerships with Jyväskylä University, Finland, the University of Malaga, Spain and the Universities of Linköping, Stockholm and Gavle (Sweden.)

ii. Research students

The Education Research Group has developed a growing population of research students during the period under review (13 MPhil/PhD and 23 EdD candidates as at 31/7/13). Given the nature of the Faculty's business the majority of the students are registered on a part time basis. The Faculty has recruited two Postgraduate Fellowships jointly funded by the University and partners in local schools and Cheshire Fire and Rescue Service. Seven students have been recruited from overseas institutions as a result of international collaborative projects, notably with the Universities of Gavle and Stockholm, Fallun and Malmo in Sweden, An-Najah University, Palestine and Barcelona University, Spain. Collaboration with Bethlehem and An-Najah Universities has led to the first HESPAL PhD scholarship (British Council). The growing profile of the Faculty's research has attracted an increase in the number of applications for part time registration.

Doctoral degrees awarded*	2008/09	2009/10	2010/11	2011/12	2012/13	TOTAL
PhD	0.00	0.90	0.00	1.80	0.10	2.80
Professional doctorate	0.00	0.00	0.00	0.00	0.00	0.00

*fractional figures reflect joint supervision with staff returned to other UoAs. Note that the EdD programme began in 2010.

The Education Research Group's approach to recruitment is to focus on publicising the group's research focus via seminars, workshops and the activity of the research centres, along with recruitment from education and public service organisations working in partnership with the Faculty. The object is to ensure that there is a close match between applicants' and supervisors' research interests. Applicants who meet the requirements for entry to PGR programmes are interviewed by at least two members of staff within the research group. Decisions about offering a place are made on the basis of experience, quality and the fit of research interests along with ability to engage in PG study (work commitments etc.). The research environment for PGR students in Education has been greatly enriched during the period under review. Development has been led primarily by **Garratt** and **Adams**. The Faculty has, during the census period developed and delivered a Professional Doctorate (EdD) and offers a full programme of Research Methods which are open to all PG students. **Garratt** has secured the MSc in Research Methods for the Faculty.

A significant feature of PG support has been the development of the Readers, Writers and Research Seminar Group (see section b above) offered on a weekly basis throughout the academic year. The Faculty offered a vibrant programme of internationally renowned guest speakers, workshops and readings. For example, the Faculty recently hosted a symposium entitled 'The Future of Education in Turbulent Times', with the following guest speakers: Shirley Brice-Heath; Richard Pring and Miriam David. Further seminars have featured contributions from Stephen Ball, Frank Furedi, Ken Jones, Richard Hatcher, Helen Gunter and James Avis. PGR students have made important contributions as participants, speakers and collaborators in this context. In addition, the Faculty held an Annual Research Conference for staff and postgraduate students, focusing on the theme of mixed methodologies and featuring guest speakers Martyn Hammersley and Paul Connolly. At this event students had the opportunity to present their own work, through seminar, performance and collaborative presentation. A distinctive feature of the Conference was a focus on research through creative practice. PGR research opportunities are further advanced through the development of an online academic journal aimed at PGR students and developing researchers.

Data collected from the Postgraduate Research Experience Survey indicates a significant level of satisfaction with the service and support provided to PGR students. In previous surveys, an action point was noted to improve preparation for the viva examination. The University has developed specific training sessions for this purpose with input from the Education Group's most experienced supervisors. In the most recent PRES survey 100 per cent of students responding to the survey considered that they had been well prepared for their examination which we believe demonstrates the University and the Faculty's commitment to providing an excellent environment for PGR students.

The University meets the requirements of Chapter B11 of the QAA Quality Code: training and support for PGR students is a shared responsibility at Chester between the Graduate School (with responsibility for providing generic training and support) and the subject department which provides the supervision, training and support described above. PGR students are offered face to face training sessions by the Graduate School, supported by a Moodle site providing online training materials written and contributed by academic staff from all Faculties and subjects.

Students experience both a central University induction and a local induction within the Faculty. This provides a complete understanding of the regulations and services provided by central support Departments as well as the local support described above. All students undertake a skills audit to help them with to identify their training needs and are invited to attend relevant sessions within the PG taught programme to support the PG research programme. Students who will be involved in teaching are expected to undertake specific training in preparation. Modules leading to Associate Fellowship of the Higher Education Academy are available to support further career development.

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Every PGR student is supported by a team of at least two approved supervisors, one of whom is designated Director of Studies and who has supervised at least one student to successful completion of the award. Supervision meetings take place frequently, with at least one meeting per month being recorded with outcomes and targets. Following a probationary period of 6-9 months, student progress is formally reviewed. If the student's registration is confirmed at probationary review, a termly meeting of the full supervisory team reviews progress with the student and an Annual Progress Review (Chaired by an independent academic staff member) reviews progress against objectives and expectations on an annual basis before the Annual Progress Board meeting. Students must submit a report, gain ethical approval, give a seminar paper and attend an interview before their upgrade from MPhil to PhD can be confirmed. There is a similarly rigorous process to consider applications to transfer to 'writing up' status.

The Faculty of Education and Children's Services has two PG tutors (currently **Garratt** and **Hulme**) who are available to support PGR students by appointment and to resolve any questions that they may have. Faculty tutors represent the Faculty and its students at the regular Graduate School meetings and also represent the Graduate School as appropriate within the Faculty. The Professional Doctorate programme (EdD), under **Adams'** leadership, has a parallel procedure for quality assurance whereby quality and standards are monitored and reviewed through the University's Professional Doctorate Forum, in which the Faculty's EdD programme plays an active and leading role. This is evidenced and exemplified through the recent development of new level eight generic assessment criteria that were constructed by **Garratt** and **Adams** and subsequently adopted University-wide.

The University recognises the value of conference participation for all PGR students and has established a fund to provide a contribution towards conference attendance. Annually, applications are invited from all PGR students.

d. Income, infrastructure and facilities

Since 2008, academic staff comprising the Education Group have, in partnership with others via the projects referred to in *section b* generated approximately £1,542,504. Moreover, academics within the group have played an integral part of larger consortia and research networks funded by the ESRC and the European Union. Between 2008 and 2012 the University played an active role along with 5 other Universities in the North West of England in the organisation and dissemination of the ESRC Teaching and Learning Research Programme, Teacher Education Research Network (RES-069-25-0008), hosting two funded seminars in 2009 and 2011 addressed by Professors Ian Stronach and Michael Eraut, respectively. **Hulme** and **Adams** led research groups within the project. The creativity group, led by **Adams** subsequently bid successfully to the Esmée Fairbairn Trust. In September 2013, **Hulme** brought in a £25,000 grant in association with Queen's University Belfast from Booktrust/ Department for Education to evaluate the use of free books in the 'Booktime' project in 10 primary schools in Cheshire

Adams and **Hulme** have played an active part in collaborating with **Owens** on a series of international research and capacity building projects, particularly:

- the British Academy (2012-2014) within a Comparative Study of Creative Pedagogy, North West England and West Bank Palestine;
- the European Union Erasmus Intensive Programme (2011-13) entitled Intercultural Awareness and Competence: Drama;
- the World Bank Quality Improvement Fund (2011- 2013) on a project entitled: Creative Pedagogy: Revitalising Palestinian Schools;
- New Learning: Creative Approaches, along with Bethlehem University.

These projects referred to in sections b and c above have attracted on funding of more than £198,000. Research arising from these collaborations has led to the receipt of a Santander Universities funded International Research Excellence Awards for **Hulme** (£2,000 in 2011 and 2013), **McKay** (£1,000 in 2012) and **Owens** (2009/10 £4,000) to work with the Universities of

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Malaga and Grenada.

QR funding originating from the RAE2008 exercise (in this case for unit 40 Social Work and Social Policy under the leadership of **Hulme**) has been deployed to support activity leading to outputs submitted in this unit for **Hulme**, **Garratt** and **McKay**, and **Moran**. Grants totalling more than £52,000 have been awarded from an annually held competitive internal process to support the production of internationally excellent outputs and to fund a Research Fellowship for Clough for capacity building purposes. Since 2008, the research group has benefitted from 5 grants totalling more than £15,000 for activity under the University's Knowledge Transfer scheme funded by HEIF income. Projects featuring **Hulme** and **McKay** have facilitated jointly funded activities with local research partners including Cheshire Fire and Rescue Service This project provided the foundation for the EU Framework 7 bid referred to in section b and a jointly funded PhD Fellowship. A further HEIF KT funded project led by **Hulme** and **Owens** built upon the award of £21,518 from Cheshire West and Chester Local Authority Race Hate Crime Fund: The Gypsy Roma Traveller and Settled Community Situation. The funding is supporting a programme of training for public service professionals. The arts in organisational contexts strand of RECAP led by Owens, Adams and Hulme secured £12,000 from Tekes the Finnish Government Innovation funding body work with Lapeenranta University of Technology matched by a further £6,000 KT scheme.

Within the University of Chester, members of the Research and Knowledge Transfer Office as well as the Research Administrator for Education circulate electronically alerts to funding opportunities. They also provide support in the completion of bids and the recruitment of research assistants.

All members of academic staff referred to in this unit have their own desk, PC and internet connection. The University Library subscribes to over 1,000 printed journals and more than 13,000 electronic journals which can be accessed online. The Library has approximately 260,000 printed volumes in its collections and books can be borrowed from any of the libraries at the University's different sites. The collections also include 15,000 e-books which are core academic texts plus access to many other online materials. At the main campus library there is 24/7 access to computers, printing and quiet study space throughout the year and extended access to all collections across all sites is provided during term-time and at peak periods. The University has in 2013, opened a PG student facility providing computer access, networking space and some storage facility for its PG students.

Collaborative work, network building and dissemination for RECAP and the Research Unit for Trans-professionalism in the Public Services has been enhanced though the University's investment in the Riverside Innovation Centre. This is a bespoke facility, a Conference and Knowledge Exchange centre adjoining the Faculty of Education and Children's Services. The Facility has been used since 2010 to host an ESRC TLRP TERN workshop, the IJADE Conference and the Faculty PG Conference

e. Collaboration or contribution to the discipline or research base

The University has supported the distinctively interdisciplinary and collaborative nature of the units work through the appointment of visiting Professors and Fellows. The recent appointment of Professor Paul Connolly is focussed on the development of the research team's quantitative capacities. Practitioner research for professional enquiry was supported by the appointment of Professor Peter Clough between 2010 and 2011 and through the University's participation in the Collaborative Action Research Network. Senior Researcher Dr Anne Passila from the School of Innovation, LUT Finland has been appointed as Visiting Research Fellow (2013) to develop the Arts in Business and Organisations strand of RECAP with **Owens**, **Adams** and **Hulme**. We hosted a workshop on multi-professional collaborative enquiry in 2009 under the aegis of CARN. Our post graduate work in Sweden has been supported by Dr Eva Osterlind of Stockholm University.

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Academics within this submission are Fellows of the Higher Education Academy, **Moran** having acquired membership in 2008; and **Garratt** in 2010. **Hulme** is President of the Special Interest Group, *Education, Health and Human Services Linkages* of the American Educational Research Association. He gave the keynote address for the SIG at AERA Conference in Denver in 2010. He is also member of the UK Social Policy Association. Most of those returned are members of the British Educational Research Association.

The research group holds (or has held during the period under review), the following editorships:

Adams: *International Journal of Art and Design Education*;

Garratt: *Power and Education*;

Hulme: *Social Policy and Society*.

The research group holds (or has held during the period under review), the following External Examinerships:

Adams: PhD – Goldsmith’s College, London; University of West of England; MRes Creative Practice – Glasgow School of Art, Glasgow; MA Contemporary Art and Professional Practice – Colchester Institute (University of Essex); Four-year BA in Art and Design Education – National College of Art and Design – Dublin, Ireland.

Garratt: PhD – Liverpool Hope University; EdD – University of Huddersfield; MA Education (Research pathway) – University of Central Lancashire; MRes – University of Huddersfield; BA Education Studies – University of York St John

Hulme: EdD thesis – Liverpool John Moores University; EdD – Manchester Metropolitan University; BA Politics – Coventry University.

Moran: PhD – University of Birmingham.

Owens: PhD Examinations - University of Warwick, University of Leicester, University of Helsinki, University of West Indies, University of Melbourne; MPhil - Glyndwr University; MA - Arts in Conflict Transformation - University of Exeter, Liverpool John Moores University/LIPA Community Arts; BA Drama - Manchester Metropolitan University, BA Drama and Theatre Studies - University of Wolverhampton.