Unit-level environment template (REF5b)

Institution: University of Bath
Unit of Assessment: Education

Section 1. Unit context and structure, research and impact strategy

1.1 Unit Context

Education research at the University of Bath is internationally recognised for its applied interdisciplinary focus in tackling societal challenges and complex research questions of national and global significance. Over the past seven years, the strategic emphasis on high quality research has led to a significant growth in research income through bids won, increases in numbers of high-quality publications, and growth in Category A staff. We have seen concomitant growth in the number of doctoral degrees awarded, in the expansion of our suite of doctoral (PhD, EdD and DBA) programmes, and the development of two new MA programmes (MA in International Education and Globalisation and MA in English Medium Instruction) which align increasing research expertise in these fields with research-informed teaching. Our research environment is structurally robust and culturally vital. We integrate insights from across the disciplines conventionally associated with educational research with newer and emerging conceptual frameworks to interrogate educational inequalities in a globalised world, to produce critical analyses of educational theory and practices, and to inform policy change. The Education UoA includes staff from the Department of Education, the International Centre for Higher Education Management (ICHEM) in the School of Management, the Institute for Policy Research (IPR), and a colleague from the Department of Economics. We collaborate with research groups across the University on problems of shared interest, and with research centres around the world. We engage with a wide variety of public and private sector partners, in research and knowledge exchange, to enable transformative change and secure strong social impact. Our research strategy (see 1.3) is underpinned by collaborative working practices that aim to deepen the quality of bids, grants and publications, improve the scope and reach of research, and generate strong societal impact.

The following table indicates our strengths in three main research areas:

Education Research at the University of Bath		
Sociology of Higher Education & Sociology of Education	***International Education, Globalisation and Development***	***Language and Education***
• National and international Higher Education systems, policies, practices, pedagogies and inequalities; • Schools, families, and informal education contexts; • Theorisations of decoloniality, epistemic and social justice in HE and schools; • Methodological use of trans-, multi- and interdisciplinary theorisations of institutional and academic practices; • Staff/student relations; • Well-being.	• Education, globalisation and labour markets; • International, comparative and citizenship education; • International schools: organisation and cultures, policies and practices; learning and curricula; • Educational leadership and governance.	• Language culture, socialisation, and identity in education and professional learning contexts; • Global Englishes, English as a Lingua Franca (ELF); English Medium Instruction (EMI); English Language Teaching (ELT); English for Specific Purposes (ESP); English for Academic Purposes (EAP); • Language policy and language learning.

Our research engages with some of the major educational problems faced by national and international educational systems, institutions, governments and third sector organisations. It aligns with key global challenges, such as the United Nations' Sustainable Development Goals, UKRI research priorities and funding streams (Global Challenges Research Fund), and charities'

priorities. Our core research areas are operationalised through Research Clusters, Special Interests Groups and the work of our Centres (see 1.2). These embed the vitality of our research into organisational structures which enable dynamic and sustainable optimisation of our strengths in leading, responding to and helping shape international research agendas.

The Department of Education has recently been ranked between 50-100 in the 2020 QS World University Rankings by Subject, which reflects our systematic progress and indicates our international standing.

1.2 Research Structure

Our staff development strategy (see 2.2) has sought to establish and embed a research culture that values and prioritizes collegial approaches to research excellence. Our four Research Clusters are key to this: they provide our researchers – staff and doctoral candidates – with an intellectual home aligned to complementary research interests and areas of expertise. All four Research Clusters have strong international networks, partner institutions and organisations.

The four Research Clusters are:

1. *Educational Leadership, Management and Governance (ELMG)*

2. *Internationalisation and Globalisation of Education (IGE)*

3. *Language and Educational Practices (LEP)*

4. *Learning, Pedagogy and Diversity (LPD)*

Research Clusters are an organisational articulation of our desire to ensure each member from doctoral student to novice ECR to established senior professor has a place within an intellectual community and feels a sense of belonging. Research Clusters organise our diverse research efforts into collegial, supportive spaces for the presentation, critical discussion, reflection and review of research-related activity, including funding proposals, grants, and outputs, dissemination and public engagement activities. More specifically, Research Clusters provide an infrastructure for:

- Mentoring for probationary staff and ECRs;
- Regular meetings where expertise can be shared and new research synergies can emerge;
- Connecting our researchers to national and international networks;
- Supporting the Departmental Education Seminar Series;
- Research leadership: each Research Cluster has a Leader and a Deputy;
- Embedding equality and diversity, for example, there is gender balance in terms of Cluster Leadership.

Research Cluster boundaries are porous. This makes for a vibrant, experimental and rigorous research ethos. In recent years, cross-cluster work has resulted in the organic development of a number of interdisciplinary Special Interest Groups (SIGs), enabling members to work on particular research issues or problems in a more intensive way. Current SIGs include:

- *Childhood Well-being and Education*

- *Language Education and Social Justice*

- *English as a Medium of Instruction (EMI)*

- *Curriculum Theory and Practice.*

Work in and across Research Clusters has shaped our three REF Impact Case Studies:

- Influencing the improvement and use of international large-scale assessments to measure and monitor educational achievement and inequality around the world (Sandoval Hernandez);

- Generating inclusive practice in informal learning environments for people with sensory impairment (Hayhoe);
- Enhancing policy and improving practice in school governing in England (James).

Education research currently includes two centres. These more explicitly outward facing structures coalesce and profile our international research, capitalise on our global networks, enhance quality, build capacity and collaborations for joint high-quality impactful research bids and outputs, and support the work of ECRs and doctoral students.

Centre for Research in Education in China and East Asia (CRECEA)

CRECEA leads and co-ordinates the work of an interdisciplinary global network of over 100 researchers exploring education and education-related fields in China and East Asia. Research in CRECEA is diverse, focusing on higher education, educational leadership in schools, international schools; social justice and educational inclusion; the sociology of work and employability, and intercultural communication including English Medium Instruction. CRECEA expands our existing research expertise in international education through specific work in China and East Asia.

International Centre for Higher Education Management (ICHEM)

As a cross-faculty research centre, ICHEM has a membership of twenty-three staff representing the fields of education, computation and mathematics; economics, management; organisation studies, sociology and social policy. ICHEM's research is interdisciplinary and comparative with a major focus on the impact of global political, economic and social forces on higher education and organisational change and innovation within universities.

Education researchers have strong links with institutes and centres across the University, particularly:

The Institute for Policy Research (IPR)

The IPR is a leading public policy research institute which aims to further the public good through research into nationally and internationally significant policy analysis and critique. Education colleagues have participated in the IPR Policy Fellowship Programme. Through mutual coordination and access to senior policymakers, officials, and politicians, IPR serves as a major multiplier of our research impact, improving our reach into government, policy networks and the public. IPR-Education research collaborations include work on higher education and economics (Larkin), public policy and labour economics (Dickson), widening participation in HE and labour market outcomes (Lažetić, who is a former IPR Prize Fellow and now Lecturer in Education), education and global labour markets (Lauder, who is a former Director of the IPR), and work on home schooling policy gaps during Covid-19 (McIntosh). The IPR provides an access route for Education to the Universities Policy Engagement Network (UPEN)**,** a network of 40 UK universities working to increase the public policy impact from their research, through calls for evidence, secondments with government departments and nominations for special advisers.

Qualitative Research Centre (QRC)

As indicated, advancing inter-, multi- and trans-disciplinarity in theory and methodology is a key and growing research interest for us. Structurally, this is embedded across education through Professor Taylor's role on the QRC steering committee. Dr Costas-Batlle is one of QRCs three co-directors. QRC holds an annual conference, produces a major edited book per year, and is leading the bid to bring the international European Congress of Qualitative Inquiry to Bath in 2023.

Figure 1 below depicts the overarching structure of education research, research support, key networks, partners and public engagement activities.
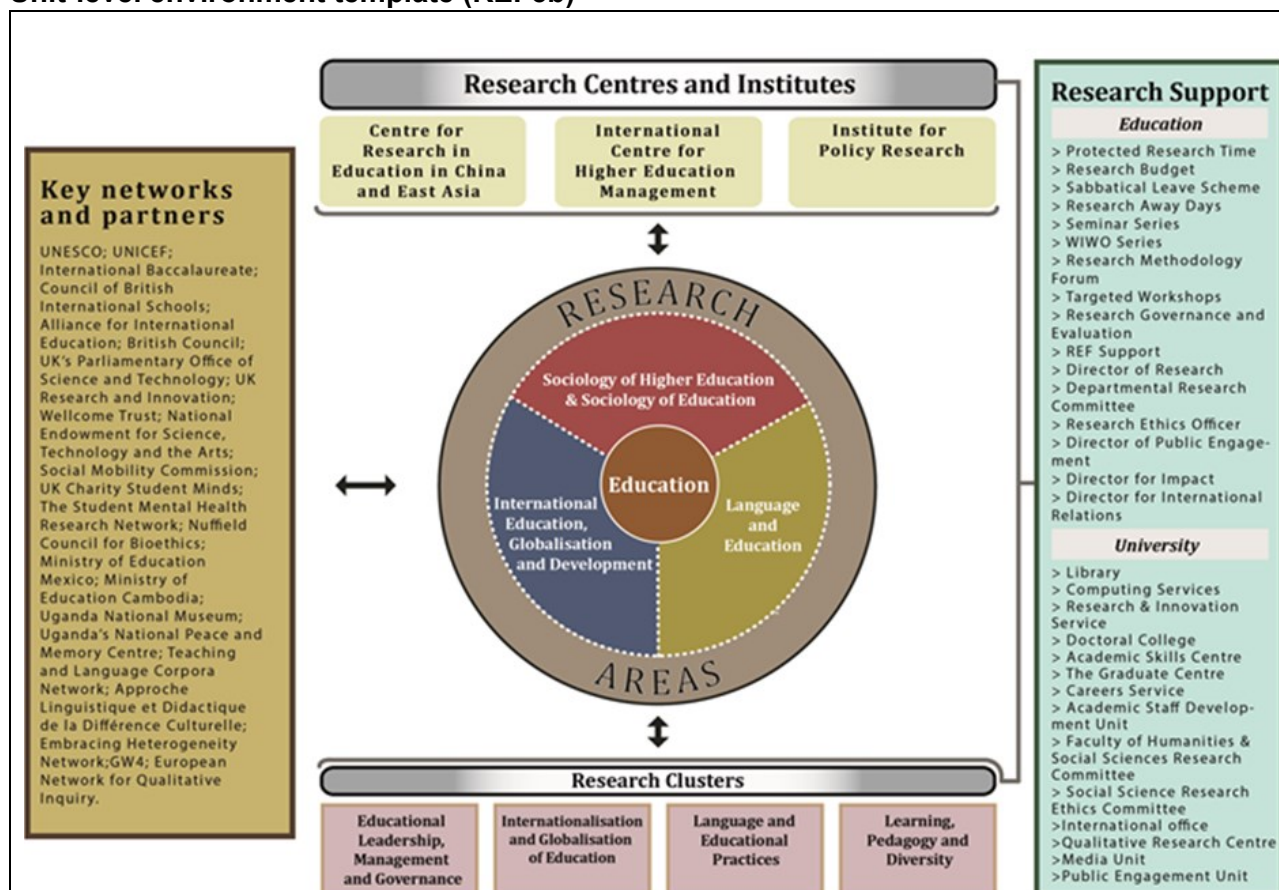
Figure 1: The Unit's structure, including research support structures

1.3 Research Strategy

In response to institutional re-structuring in 2014 (primarily, the cessation of teacher education, the shift to research-intensive activity, and the consolidation of areas of research strength as indicated above), we have shaped our Research Strategy around the following five objectives:

1. To increase our research scale and scope through internationally leading research which addresses complex societal issues in multi- and inter-disciplinary ways;
2. To optimise the intellectual, scientific, economic, social and cultural impact of our research locally, nationally, and internationally;
3. To promote external engagement and knowledge exchange through world-wide academic and non-academic research partnerships and local collaborations;
4. To establish a research culture that values and prioritizes a collegial and collective approach to research excellence, nurtures postgraduate and ECRs, and attends to matters of equality and diversity across our practices;
5. To maintain the highest standards of research excellence and rigour in our policies, systems and procedures in line with Concordat principles of research integrity.

Our success in meeting these objectives is evidenced in:

1. A marked increase in excellent publications (see 4);
2. Growth in research funds, particularly from major funders (see 3.1);
3. A greater focus on research impact and public engagement (see 1.4 and 4);
4. The attraction of excellent PhD, EdD and MA students from diverse international contexts (see 2.4); and
5. A research infrastructure, capacity and culture to enable the above aims (see 1.2, 2.1, 2.2 and 2.3).

1.4 Impact Strategy

We established three new departmental roles to support staff in enacting our impact strategy: Director for Impact, Director of Public Engagement, and Director for International Relations. These roles are tailored to support staff work in influencing academic and non-academic stakeholders and in supporting our three Impact Case Study authors, each of whom had workload time allocations for this task. Each role-holder has close links with the respective central University teams and their joint efforts support colleagues through drop-in sessions, impact retreats and applications to centrally resourced impact, public engagement or internationalisation funds. Staff are encouraged to be cognisant of impact from the start to the end of the research cycle and to build impact into their planning, implementation and publication stages, as well as to consider impact levels and type. Staff are encouraged to adopt a differentiated output strategy by producing 'sister' publications for non-academic, community and professional readerships, and our work has featured in the *Times Higher Education*, *The Conversation* and *University World News*. Colleagues have access to a central university Media Centre and a Public Engagement Centre which provides tailored training to support impact, engagement and community participation work.

To secure research impact with wide reach, we have built long-term relationships and knowledge exchange routes with our key partners (see section 4), collaboration with whom enables us to implement and adapt our impact strategy to maximise engagement with, influence of and take up of our research by diverse stakeholders. For example, Hayhoe's Impact Case Study, based on his EUHorizon2020 project work, has developed a novel methodology and a novel conceptual framework for understanding how people with sensory impairment gain access to and experience informal learning spaces. His prize-winning work has helped re-shape the training of museum professionals across the UK and Europe and has produced digital solutions for those with sensory impairments.

Impact is maximised through an active use of social media, we have an Education Twitter feed (@EducationBATH), many staff members have active Twitter personal accounts, and a blog. Staff contribute to high-profile external blogs, such as the LSE Impact of Social Sciences and Wonkhe blogs. Doctoral students publish on our blog and many are active on social media. Some colleagues contribute to the University's YouTube channel, which provides a global platform for the dissemination of our research.

1.5 Future Strategy

The last seven years has been a period of streamlining (for example, ceasing teacher education) to enable a clearer and more strategic focus on building research capacity, depth and range in our areas of strength. The next five to ten years will continue that trajectory to further deepen and sustain research in our three core areas in alignment with plans to extend our research capacities and enhance our research power. The overall objective, therefore, is to increase the volume and quality of our grant capture, outputs and impact through nurturing our vibrant and collegial research culture. Post-REF2021 submission we will be reviewing research-related departmental structures and processes to tailor these to best support our research activities and shape our work at strategic and operational levels as we move forward. Specific ambitions and actions include:

- Strengthening our research centres, global networks and partnerships;

- Building on our specialism in global educational development and international education and positioning our work as a key site for the critical interrogation of the tensions and relations between educational development agendas and internationalisation;

- Further consolidating our position at the forefront of critical theories of sociologies of higher education in relation to our expertise in decolonisation, gender, geographies and inequalities; policy-economy relations; and addressing key problematics regarding how to transform universities to help rethink their (our) civic purpose;

- Producing ground-breaking work that challenges current paradigms of educational policy, theory and research methodology;

- Extend our work with vulnerable populations and educationally marginalised and/or disadvantaged groups (elderly, disabled, children in poverty);

- Directing staffing strategy and resources to achieve these research ambitions via mentoring for all staff, supporting our ECR pipeline, sharing good practice and maintaining a vibrant intellectual culture in line with staff aspirations;

- Consolidating the ethos of collegiality and further enhancing practices of equality and diversity which underpin our shared research values and commitments to a more just education.

Section 2. People

2.1 Staffing Strategy

Our staffing profile increasingly demonstrates the success of our staffing strategy which has focused on cultivating a community of field-leading researchers in our three core research areas who are committed to theoretical and methodological innovation and outstanding knowledge development. The present submission involves 31 Category A staff from the Department of Education, and colleagues in the International Centre for Higher Education Management (ICHEM) in the School of Management (Enders, Naidoo and Shields, the latter being Category B), in Economics (Feldmann) and in the Institute for Policy Research (Larkin). Three are ECRs. Since the last REF there has been substantial investment in recruiting researchers with research (and teaching) excellence in the fields of Sociology of Higher Education & Sociology of Education; International Education, Globalisation and Development; and Language and Education. Within the last four years, 12 new appointments and 15 promotions have been made, including:
- Two professorial appointments: a Professor of Higher Education and Gender (Taylor) and a Professor of Applied Linguistics (Curdt-Christiansen);
- Two promotions to Professor: a Professor of International Education (Hayden) and Professor of Sociology of Higher Education (Abbas);
- Five promotions to Reader (Donnelly, Hayhoe, Milligan, Sandoval Hernandez, Watermeyer);
- Two Senior Lecturer appointments (Forey, Savvides);
- Eight promotions to Senior Lecturer (Barratt Hacking, Brown, Carr, Courtois, Fertig, Grimshaw, Iwaniec, Sanchez);
- Eight Lecturer appointments (Costas Batlle, Curle, Hordern, McIntosh, Naveed, Jablonkai, Soruc and Tian);
- A University Prize Fellow (Lažetić).

2.2 Staff Development Strategy
The following objectives underpin our staff development strategy:
- To attract and retain academic staff of the highest calibre and promise in key areas who contribute strategically to strengthening our research capacity, capability and sustainability;
- To mentor, promote and support staff at all levels of their development;
- To nurture a vibrant, collaborative and supportive research environment;
- To foster ongoing research discourse among staff, students, policymakers, and practitioners to ensure diverse perspectives are accessed and included;
- To strengthen the alignment between our research and teaching;
- To support and scaffold colleagues' grant capture awareness and opportunities, ranging from internal awards, smaller grants and new investigator schemes through to large collaborative grant awards;
- To increase staff's international research esteem;

- To support the production of high-quality research outputs;
- To maintain a focus on well-being for academic staff and research students and to support their professional and personal fulfilment through reflexive dialogue;
- To enable smoother career trajectories by identifying and supporting staff ready for or with the potential for promotion.

These objectives have been actioned during the REF2021 assessment period through targeted research support resources and capacity building initiatives.

2.3 Research Support

Resources

Staff are provided with an individual research budget for the funding of any relevant research expense, such as attendance at international conferences. A discretionary fund to support post-doctoral researchers and fixed term contract researchers is also available and awards are approved by the Departmental Research Committee. An additional funding stream exists to support doctoral students to attend conferences. The Director of Research (Taylor) leads research in Education, has oversight of the Concordat to Support the Career Development of Research Staff, and advises on the University's own Code of Practice for the Employment of Research Staff.

Staff have a protected allocation of 30% of their contracted time for research.

ECRs undertake the University of Bath's Pathway to HEA Fellowship programme (accredited by the HEA against the UK Professional Standards Framework).

Research Capacity Building

Career development across the whole career trajectory is addressed through a rolling programme of capacity building activities including:
- A formal three-year programme of mentorship for probationary staff;
- Structured mentoring for Research Assistants;
- Informal mentoring for more experienced staff;
- Targeted workshops by internal and external experts on specific topics such as research impact or research bidding;
- An extended programme of academic writing support;
- 'Meet-the-editor' sessions with staff who are editors or members of editorial boards of major journals within the Education field.

Staff participate in regular *Research Away Days*, often facilitated by external experts. Away Days provide external input, structured collaborative work and space for reflexive research dialogues on relevant topics. Recent Research Away Days have focused on data management and research integrity, virtual learning, and decolonisation of the curriculum.

The *Research Methodology Forum* meets regularly for guided discussions on innovative methodologies and the use of theory and method to inform and develop research and practice. The Methodology Forum supplements the work of Research Clusters and Centres acting as an informal, developmental space for cross-cutting discussion.

The externally facing *Department Seminar Series* provides a space for internationally leading scholars to present their work and engage in research conversation and debate with colleagues. Recent Seminars were presented by Professor Michael Young (University College London), Professor Jane Kenway (Monash University), and Professor Debbie Epstein (University of Roehampton). The *'What I'm Working On'* (WIWO) *seminar series* is internally facing and provide an opportunity for staff to informally present emerging research and receive critically friendly feedback from peers. WIWO sessions enrich the critically reflexive, collaborative, and collegial ethos of research in education.

All staff who have completed probation participate in an annual Staff Development and Performance Review (SDPR). This is a 'career conversation' process in which staff discuss and set objectives for the coming year, explore their training needs and career aspirations, and reflect on their performance. SDPR reviewers (usually senior staff) undertake training and good practice is shared across reviewers to ensure a robust, consistent, supportive performance review system.

Colleagues are encouraged to apply for sabbatical leave in order to enhance their research profile, achieve specific strategic aims, and focus on their research development. Sabbatical leave is available after seven semesters, for full-time and part-time staff on academic contracts. Periods of maternity leave count towards those seven. Staff on sabbatical are relieved from all departmental responsibilities. Since 2014, four colleagues have been granted sabbatical leave which has made a significant contribution to their research development, outputs and impact (Brown, Chawla-Duggan, Lauder, Sanchez). Curdt-Christiansen's sabbatical has been postponed until after Covid-19.

The Director of Research offers regular one-to-one drop-in sessions for academic staff pertaining to their research activity, development and career progression needs.

2.4 Postgraduate Research Students

Our doctoral student community is international, robust and vibrant, drawing in educational managers and leaders, teachers and administrators from around the world. 60% of the doctoral cohort is female. It is the largest and most diverse in the university and continues to grow.

Our doctoral completions are as follows:

Degree type	2013/4	2014/5	2015/6	2016/7	2017/8	2018/9	2019/0	Total
Professional doctorate (EdD &DBA)	6.00	10.50	16.10	13.10	10.80	18.20	16.60	91.30
PhD	8.27	4.00	6.85	8.05	5.05	4.60	8.00	44.82
Total	**14.27**	**14.50**	**22.95**	**21.15**	**15.85**	**22.80**	**24.60**	**136.12**

We have three doctoral programmes (PhD, EdD, DBA):

Doctor of Philosophy (PhD)

There are currently **68** (46 full-time, 22 part-time) PhD students in Education. The majority of students are full-time, international, and often self-financing, although a significant number are sponsored by their national governments. Currently we have government sponsorship from Saudi Arabia, Kuwait, Turkey, Indonesia, Algeria, Ireland, Oman and Thailand. After completing their PhDs overseas students usually return to their home nations to lead and develop education within their country. The Department of Education has been successful in obtaining funded doctoral scholarships sponsorship through prestigious competitions: externally the ESRC-funded South West Doctoral Training Partnership (SWDTP) and internally, the University Research Studentship Award (URSA).

The Department of Education hosts the *PhD Advanced Quantitative Methods in Social Sciences*, an interdisciplinary programme for those specialising in high-level quantitative methods.

Doctor of Education (EdD)

The Bath EdD programme began in 1997 and currently has **255** (2 full-time, 253 part-time) students at different stages of study across the four taught units and the 45,000-word thesis programme. Students are predominantly mid-career professionals holding full-time senior positions in schools and other education institutions worldwide. Students participate in some of

their units through campus-based residentials at Bath but may, if they wish, complete some units online, a pattern of study also followed in the DBA. Two compulsory units provide research training and critical theory analyses to underpin students' subsequent studies.

<u>Doctor of Business Administration (DBA)</u>

The DBA in Higher Education Management programme began in 2001 and currently has **179** students from 46 countries. About 20% of current students reside in the UK. The students are mostly middle to senior level administrators who work full-time at higher education institutions worldwide. Many enter the programme with significant management experience. Alumni have become directors, deans, and vice chancellors. Since 2016, the DBA has also been partly delivered in South Africa at the Nelson Mandela University under a partnership agreement with the Department of Higher Education & Training of South Africa. This agreement commits the University of Bath to develop high-level management and leadership capacity in South Africa's public higher education system. The partnership supports 54 senior managers who represent 25 public universities. Their research will make a substantial contribution to policymaking and research on South African higher education.

Recruitment

All potential doctoral candidates are interviewed. While our programmes are extremely competitive, we have strategies to engage with high achieving minority background undergraduate and Masters students to support progress to doctoral study and try to mitigate for lost opportunities due to hidden prejudice.

Monitoring and support

The Doctoral College (DC) provides administrative infrastructure for the recruitment, monitoring and support for doctoral students across the university. At Department and Centre level, supervision records are jointly produced and agreed by supervisors and students. The DC works closely with Student Services to support students' additional needs, for example through completion of a Disability Action Plan where needed. Support has been enhanced during Covid-19 as doctoral programmes have switched to a directed learning or online hybrid model.

The DC encourages cross-disciplinary and cross-institutional collaboration. Its doctoral skills programme is aligned to the Vitae Researcher Development Framework and embraces project management, IT and writing skills, presentations and teaching; and provides dedicated careers support via web resources, blogs and panel events with doctoral alumni. The DC is a hub for keeping PGRs informed of relevant events and activities within and beyond the University, including SWDTP and GW4 initiatives (see below) and national events such as training provided by the National Centre for Research Methods. The Academic Skills Centre offers free English language support to international students.

Integration into our research community, facilities and resources

Doctoral students are welcomed into the appropriate Research Cluster(s) and are encouraged to participate fully in the intellectual life of the Department, Centres, University and beyond. They are provided with a study space, a computer, and full access to the university network and library resources. Funds are available to support presentations at local and international conferences. Students have opportunities to be involved in teaching, research, and administrative tasks. In 2020-2021 eight doctoral students were employed on fractional contracts as Graduate Teaching Assistants to support teaching during the Covid-19 pandemic. Doctoral representatives attend Departmental Research Committee meetings.

Doctoral students are encouraged to publish outputs on aspects of their work, and many do, often through co-writing or collaborative writing groups, and their work is published in prestigious journals such as: *British Educational Research Journal; Educational Management*; *and Journal of Research in International Education*. One notable recent example is Dr Gabriel Diaz Maggioli who, in 2020, was awarded the Dr Robert Horton Prize for Publication for his three journal articles, two book chapters, two single authored books and an edited book during the period 2012–2019.

2.5 Equality and Diversity

Across the University

The University of Bath has specific policies on Dignity and Respect, Recruitment and Selection, Flexible working hours, Maternity rights, Trans equality, Occupational Stress Management and Childcare which are published and regularly reviewed. These apply to all staff (including casual workers), honorary and visiting staff and students and third parties (e.g. contractor, client, or customer of the University).

In Education

We see equality and diversity as central, both in giving individuals the best chance to fulfil their research potential and in creating a positive, supportive and inclusive research environment for all staff. The last few years have seen concerted efforts to systematically integrate principles of equality into structures and processes across Education. We have an Equality and Diversity Officer whose responsibilities entail disseminating good practice, ensuring implementation of University equality and diversity policies; and participating in the work of the Equality and Diversity Committee. They take a lead in encouraging an awareness of structural inequalities in research and research careers.

We have taken concerted action to promote gender equality during the REF2021 census period, particularly to enable more women to apply for and obtain leadership roles. This has improved the gender balance in leadership roles within Education and more broadly through female staff members' contribution to University leadership, for example, through the Chancellor's Prize Committee (Taylor) and Head of the Race Equality Taskforce (Naidoo). 50% of Category A staff in this submission are women. The Department of Education submitted its application for an Athena Swan Bronze Award in December 2020. This Award recognises good practices regarding the advancement of gender equality in higher education and research institutions. While centering on gender, we were sensitive to intersectional concerns with regards to race/ethnicity, disability and sexualities as these linked to gender. The self-assessment exercise conducted, obtained comprehensive organisational data and staff and student experiences. From this, problematic issues, as well as currently effective initiatives and policies, have been identified and form the basis of a comprehensive Action Plan.

Integration into the workplace

Specific actions taken to enhance the inclusivity of the research environment for all include:

- Scheduling all staff events, including meetings and seminars, in core hours;
- Actively promoting family-friendly policies through information sessions and staff meetings;
- Enabling staff on parental leave to continue to access their individual research budgets during their period of absence;
- Raising the visibility of female role models as research leaders (e.g. invited external speakers and visiting professors) and ensuring gender balance of presenters in internal research seminars;

- Guaranteeing fair promotion processes by appointing an experienced and appropriately trained promotion advisor (a senior staff member) to support female candidates in the promotion process.
- Encouraging female staff members to participate in leadership programmes, including Aurora and Escalate.

These actions are part of a broader embedded approach to equality, diversity and inclusion across Education:

Early career academics are supported through a collegial culture and mentoring in an inclusive and supportive environment (see 2.3).

Transition back into work: Requests from staff to adjust their working hours after a period of leave for caring or health reasons are supported to ensure a gradual transition back to work. The duties of members of staff taking parental or adoption leave are fully covered by temporary staff.

Support for staff with protected characteristics: These needs are diverse and are met on a case-by-case basis. The University's Occupational Health team provides workplace assessments and training for staff working with others who require more support (e.g. dyslexic staff and students). Support includes Access to Work assessment, Personal Emergency Evacuation Planning, and reasonable adjustments. This support has been extended significantly during the Covid-19 period.

Well-being: Collegial culture is enhanced through staff social opportunities such as 'Coffee & Catch Up' once a month, book launch events, summer school socials, and weekly online 'Fika' meetings during the Covid-19 pandemic. We pay close attention to the wellbeing and mental health of staff and students. International students' well-being is supported by the International Experience Coordinator in Student Services.

Succession planning: Strategic planning is taking place to enable staff to participate in larger bids and develop interdisciplinary opportunities in a new funding environment.

Construction of this REF submission: Consistent with the University of Bath's 'Research Excellence Framework 2021 Code of Practice', the procedures used in preparing this UoA 23 submission were consistent, transparent, accountable, and conducted in an inclusive manner and in accordance with EDI policies and the Principles of Research Assessment and Management adopted by Bath in 2017. The UoA and Impact lead both attended in-person sessions delivered by the University's Equality and Diversity team that addressed EDI issues in the context of the development of REF submissions. The Environment Statement has been shaped out of a long process of wide consultation.

2.6 The Covid-19 Pandemic

This challenged our infrastructure and people strategy in a number of fundamental ways as the University re-organised campus space, regulated its use and moved teaching online or to hybrid versions. The challenges brought by the pandemic highlighted staff resilience and a strong sense of collective solidarity across our academic community. Responding to it has required clarity, transparency and greater flexibility in staff and research leadership in response to individual staff needs and exemptions. Particular challenges have arisen for staff with children and caring responsibilities during extended periods of homeworking. Education supported staff and graduate students through enhanced frequency of 1:1s and virtual social events.

Section 3. Income, infrastructure and facilities

The University ensures strategic coordination of research at University, Faculty and Departmental levels, working to the PVC Research. This has involved significant investments and infrastructures to support research diversity, multi-disciplinarity, capacity building, international research collaborations and capacity for engagement with policy makers and research users.

3.1 Strategies for Income Generation

Scaling up grant income has been one of our key strategic objectives since restructuring (see section 1.3). This objective has been strategically aligned to staff recruitment and retention, to more systematic processes of internal peer review, and to mentoring and career development, ensuring our internal research structures (Research Clusters, SIGs and Centres) more effectively support and extend our core research areas.

As a result, we have seen significant improvements in large grant capture, particularly from the ESRC. The following projects indicate our successful and sustained track record in building international collaborations to address educational inequalities and effect real world change. They also indicate how the improvements in mentoring support have worked through into enhanced leadership capabilities: both Milligan and Donnelly won ESRC Future Leaders Awards and now take leadership roles in supporting doctoral recruitment, promotions of junior colleagues, and building grant capacity.

- *Indigeneity and Pathways through Higher Education in Mexico* (PI: Donnelly, Co-I: Lauder; Sandoval Hernandez; ESRC; 2021-2024; £502,845). The research critically examines the role and purpose of higher education for Indigenous peoples, addressing how type of university attended impacts on student experiences, skills and knowledge. The international team includes the Research Institute on Education and the University (IISUE) at UNAM, the Intercultural Education Research Unit at the University of Veracruz, and Departments of Education and Social & Policy Sciences at Bath.

- *JustEd: Education as and for the Environmental, Epistemic and Transitional Justice to Enable Sustainable Development* (PI: Milligan; ESRC; 2020-2023; £1,421,403). This project explores experiences of (in)justice, learning about (in)justice in schools and the achievement of the UN's SDG13 and 16. The study focuses on three regions affected by environmental, epistemic and transitional injustice: Western Nepal, Andean Peru and Northern Uganda.

- *Girls' Educational Experiences in English Medium Rwandan Basic Education* (PI: Milligan; ESRC; 2018-2022; £226,270). This study critically explores the ways that learning in English influences Rwandan girls' educational experiences and outcomes throughout the basic education cycle.

- *Family Language Policy: A Multi-level Investigation of Multilingual Practices in Transnational Families* (PI: Curdt-Christiansen; ESRC; 2017-2020; £840,182). This study explores what types of Family Language Policy (FLP) exist in the UK at the national level, how FLP is shaped, established, and implemented at the community level, and how FLP is managed and negotiated in family practices.

- *Organizational Perspectives on Accountability and Learning* (Co-Is: Lauder; Sandoval Hernandez; ESRC and DFID; 2017-2020; £568,407). This collaborative project investigates how the accountability of schools differs according to the school management model and whether accountability is linked to differences in learning outcomes in Mumbai and Kathmandu. It involves the School of Management and the Department of Education at the University of Bath, the Tata Institute of Social Sciences in India, Tribhuvan University in Nepal, and Roskilde University in Denmark.

- *Geographic and social mobility of UK higher education students* (PI: Donnelly; ESRC Future Research Leader award; 2016-2020; £224,023). This project addresses place and young people's mobilities, taking into account spatial divisions according to race, ethnicity, economy and culture. It uses both large-scale quantitative data and extensive qualitative fieldwork. The project involved the development of an innovative mapping tool.

All our research is international and interdisciplinary. Certain projects have embedded these strategic objectives into large-scale co-design research practices in collaboration with local populations:

- *Orienta4YEL: Supporting young Early Leavers through orientation and tutorial action* (European Commission Erasmus + Funding programme; UK partner PI: Brown, Co-Is: Costas Batlle, Savvides; Jan 2019-Dec 2021; total cost: €650,000, UK partner cost €150,000). This research study is a three-year collaboration between five European nations, seeking to understand and intervene on Early Leaving across Europe through informing policy and practice. The research will produce a novel conceptual framework for theorizing risks; its outcomes include training for educators across 50+ educational settings involving up to 1500 young people, a Handbook, and policy recommendations for tackling NEET.

- *Co-Creation: The Cohesive City: Addressing Stigmatisation in Disadvantaged Urban Neighbourhoods* (Co-Is: Lauder, Sandoval Hernandez; EU Horizon 2020; 2017-2020; €720,000). This project brought together academics, policymakers, residents and artists to co-create understanding about different urban neighbourhoods and to address disadvantage. It involved collaboration with colleagues from the University of Bath, Oxford Brookes University, the Pontifical Catholic University of Rio de Janeiro, the National Autonomous University of Mexico (UNAM), European Alternatives (a Paris-based NGO), Tesserae (an independent organisation based in Berlin) and City Mine(d) (a Brussels-based NGO).

Some of our research pushes collaboration further to navigate a space between co-creation, collaboration and academic advocacy in support of marginalised communities. The research practice of such work instantiates the ethically-grounded nature of our social justice commitments, for example:

- *ARCHES: Accessible Resources for Cultural Heritage EcoSystems* (Co-I: Hayhoe; EU Horizon 2020; 2016-2019; €3,838,158). This interdisciplinary project developed more inclusive cultural environments for those with differences and difficulties associated with perception, memory, cognition and communication. Its research supported the development of innovative applications, functionalities and experiences based on the reuse and redevelopment of appropriate digital resources. Its consortium involved academia, SMEs, research centres and museums.

- *Exploring Loneliness in Older People Living in Retirement Communities: Implications for Creating Communities and Educating Workforces* (PI: Carr; Oct 2019-Oct 2020; £393,000). This project explores older people's experiences of loneliness and close relationships in retirement community living. The project will directly inform the shaping and education of workforces and community development in Guild Living retirement villages. Funder: Guild Living.

Research on sociologies of knowledge has been a central part of our strategic goals in exploring educational practices and experiences in relation to students, practitioners and education professionals. These projects incorporate mentoring, capacity building and leadership; their knowledge innovations build broader communities of practice. Examples include:

- *INCLUTE - Promoting inclusive education through curriculum development and teacher education in China* (PI: Abbas, Co-I: Milligan; 2015-2019; £632,850). This project focused on understanding the need for teacher and researcher education in facilitating inclusive education in China and developing Masters-level curricula and relationships with schools to facilitate this. Funder: EU Commission Erasmus.

- *Internationalising the curriculum: South African perspectives* (PI: Hordern; Jan 2020-Dec 2021; £4,500).

- *The Enduring Impact of Creativity, Activity, Service (CAS) in the IB Diploma Programme: the Alumni project* (PI: McIntosh, 2017, £10,000). This project analysed students' non-academic experiences at school and how these shaped who they became as adults. Funder: International Baccalaureate Organisation.

- Investigating Student's National, European and Cosmopolitan Identities and Attitudes Towards Cultural Others (PI: Savvides; Co-I: Sandoval Hernandez, Sept 2018-Sep 2019; £5,000).

- [*Teaching Excellence in the Disciplines*](PI: Abbas; Mar-Jul 2016; £50,000). This project examined the conceptions of 'teaching excellence' in the teaching and learning literature and as held by Deans of faculties. Funder: Advance HE.

The changes in structures and research culture have informed academic practices and resulted in a more robust and collaborative research environment, while at the same time enhancing the scale, power and reach of our research. Our income growth is indicative of strategic practices to build intellectual innovation which contributes to global debates and produces solutions to address social and educational inequalities. The projects are key research spaces for incorporating doctoral students, mentoring emerging researchers, and drawing on the expertise of established staff. Our successes are built on strategic initiatives on gender (see 2.1 and 2.5 above), the increasing diversity of our staff in terms of ethnicity, culture and research perspectives, and on a more co-ordinated approach to working with central university services such as the Research and Innovation Services (RIS) which supports all aspects of securing, managing and optimising the outcomes of research funding.

3.2 Infrastructure: International Research Collaborations

Education has three Global Chairs. These are significant investments for Bath and partner institutions. They are evidence of the external prestige and excellence of our research in innovative pedagogic research for social justice (Burke) and educational inequalities and policy effectiveness (Solga and Zhao). The Global Chair research collaborations provide tangible benefits and outcomes in: strengthening our international leadership of educational research; enhancing research excellence; improving opportunities for competitive research funding and grant capture; and boosting collaborative outputs. They further enhance the diversity and dynamism of our research culture. Current Global Chairs are:

- 2020-21 Professor Penny Jane Burke (University of Newcastle, Australia);
- 2020-21 Professor Heike Solga (Berlin Social Science Center (WZB), Germany);
- 2017-18 Professor Yong Zhao (University of Kansas, USA).

We routinely host visiting professors. In the past few years, these have included:

- Professor Andy Kirkpatrick, Griffith University, Australia
- Professor Andrew Stables, University of Roehampton, UK
- Professor Mats Alvesson, University of Lund, Sweden
- Professor Mehdi Boussebaa, University of Glasgow, UK
- Professor John Hailey, Cass Business School, UK
- Professor Philippa Levy, University of Adelaide, Australia
- Professor Bernadetto Lepori, Università della Svizzera, Italy
- Professor Roger King, London School of Economics

3.3 Infrastructure: Regional

The GW4 partnership, with the Universities of Bristol, Cardiff and Exeter, aims to identify areas of complementary expertise and develop research communities addressing major global and industrial challenges. It offers research development and seed money for developing larger collaborative funding bids. Education colleagues are involved in a number of GW4 research initiatives and networks and have been successful in winning GW4 grants, including:

- Milligan: GW4 Initiator grant: Transformative history education in conflict-affected contexts (2017);
- Montgomery: GW4 Network grant: Developing STEM education for marginalised groups in low-income communities (2017)

Donnelly leads the South-West Doctoral Training Partnership (SWDTP) Education pathway and Education has been successful in winning three ESRC doctoral awards in open competition with GW4 partners.

3.4 Infrastructure: Progressing an Open Research Environment

The University of Bath Library was one of the first in the UK to establish a permanent data management service to support staff in the planning, preservation and publication of research data and software. Our highly experienced data librarians provide guidance, training, advice, and advocacy and have informed a cultural change in which good data management is now considered a core tenet of our research and is also embedded in our doctoral training. Library, computing and online services provide comprehensive access to academic publications and electronic resources. The library allocates subject librarians to departments. The University maintains a repository for publications from academic staff (via PURE), which also offers 'green' open access to ensure the widest possible audience. We are attentive to the requirements for open data, and the priority that UK research councils and the EU place on this. We ensure that our published data comply with the FAIR data principles and the Concordat on Open Research Data. We have a high proportion of outputs beyond the REF submission which are OA compliant.

Research Development Managers from RIS support strategic University and Faculty priorities, such as larger, complex or prestigious funding schemes. Liaison with RIS is central to our bidding and grants strategy and this will be further strengthened as the university move to establish research 'Beacons' for interdisciplinary work is further rolled out. RIS's regular funding bulletin raises awareness of funding opportunities and collaborations, including specific information for part-time staff or staff returning from a career break. RIS offer tailored in-house writing retreats for the development of competitive research grant proposals, on research impact, or on outputs via regular 'Shut up and Write' sessions. Tailored one-to-one advice is available on request.

3.5 Research Integrity

Ethical governance is secured through University, Faculty and Department Research Ethics Committees. The principles and practices outlined in the Concordat for Research Integrity (2019) are central to our research. Much of our research involves the participation of human subjects and, in some cases, vulnerable populations, and is subject to rigorous ethical scrutiny. The Department's Research Ethics Officer (DREO) provides advice and guidance to staff and students from planning through implementation to wrap-up stage.

Research integrity protocols are embedded throughout internal review systems across Education. At departmental level, we ensure diversity of bid review panels, to ensure a broad range of voices and perspectives in line with diversity and equality commitments, and offer developmental and 'critically friendly' support processes to improving the quality of bids and outputs. Research integrity is aligned to processes of transparency and equality of access to support all our diverse staff's research requirements.

In 2017 we published our Principles of Research Assessment and Management (https://www.bath.ac.uk/corporate-information/principles-of-research-assessment-and-management/), only the second University in the UK to do so at that time. This institutional response to the Metrics Tide Report encoded a set of principles that worked across all disciplines and for all research performance indicators. Our University REF Code of Practice aligns with these principles and we have assiduously applied them in Education UoA REF practices at every level.

Research in Education is led by a dedicated Director of Research who navigates University infrastructures to shape and support strategic aims and objectives in Education. The Director of Research oversees Education research, chairs the Department Research Committee, co-leads the REF Sub-Committee, and is a member of the Faculty Research Committee. The Education research leadership team has recently refreshed membership and terms of reference of our research-related committees to enhance diversity and inclusion. The Director of Research has oversight of the Concordat to Support the Career Development of Research Staff and collaborates with other senior leaders, to shape the support, mentoring and development of ECRs.

Section 4. Collaboration and contribution to the research base, economy and society

4.1 Informing, Advising, Influencing and Shaping Educational Policy, Practice and Pedagogy Nationally and Internationally

Collaboration with policymakers, NGOs, practitioner-related organisations and agencies, learned research societies, and other research users is fundamental to our research strategy. These collaborations build out from our projects (see 3.1) and networks, enabling us to identify new research challenges, extend our research capabilities, and build capacity for developing future research. They are a seed-bed for testing new research ideas and situating our research in relation to our national and international peers:

- Informing policymakers about relationships between education and labour markets (Lauder, Lažetić, Sandoval Hernandez);
- Advising on international education and as Member, Finance & Property Committee, Technological University Dublin (Larkin);
- Member Education Board, Accounting Technicians, Ireland (Larkin);
- Collaborating with government officials in addressing children's mental health (Brown);
- Measuring the impact of UN Sustainable Development Goals (SDGs) using International Large-Scale Assessments (Sandoval Hernandez);
- Knowledge-exchange as High-End Foreign Expert South West University, China (Abbas);
- Advising stakeholder groups comprising government departments and agencies (the Department for Education, the Social Mobility Commission and all four Higher Education funding councils in England, Scotland, Wales and Northern Ireland), on outcomes from a recent ESRC grant on geographies of higher education (Donnelly);
- Leading the Network for Evaluation and Research in University Participation Initiatives (NERUPI), a capacity-building praxis-based Network with 70 member HEIs engaged in evaluating interventions to reduce inequalities and improve access, participation and progression of under-represented groups in higher education (Hayton);
- Leading school governance reform (James);
- Chairing the European Systemic Functional Linguistics Association (ESFLA) (Forey);
- Advising stakeholders on inclusive practice for people with sensory impairment in informal learning environments (Hayhoe);
- OfSTED Research Reference Group for Further Education and Skills (Hordern);
- Curriculum development work on the International Baccalaureate worldwide (Hayden);
- Advising the Royal Society Broadening the Curriculum Working Party (Lauder).

Our research has contributed to economic and societal change through our work with:

National and local governments and government agencies: the Singapore government; the Chinese Ministry of Education; Non-Governmental Organisations in Sub-Saharan Africa; Ministry of Education Mexico; Ministry of Education Cambodia; Pakistan Institute of Development Economics; the European Commission; Welsh government; UK's Parliamentary Office of Science and Technology; the former UK Department of Business Innovation and Skills (BIS); and Bath & North East Somerset and Wiltshire Councils; the Social Mobility Commission.

Charities and NGOs: UNICEF; UNESCO; The World Health Organisation; The Royal National Institute for the Blind; The National Council for the Blind of Ireland; the Global Education Monitoring Report; Wellcome Trust; The Fatherhood Institute; UK Charity Student Minds; The Student Mental Health Research Network; Guild Living; KidsXpress; First Steps Bath, BRLSI, 44AD Arts Centre.

Educational organisations: the International Baccalaureate; National Centre for Computing Education; Manege Exhibition Hall in St. Petersburg; St. Petersburg Library for the Blind and Visually Impaired; the US-UK Fulbright Commission; Sutton Trust; Social Mobility Commission; Universities UK; The Higher Education Policy Institute; the Higher Education Funding Councils for England, Wales and Scotland; UKRI; The Parliamentary Office for Science and Technology; The Wellcome Trust and ANVUR; the Italian National Agency for the Evaluation of the University and Research Systems; and universities in Sweden (University of Oulu), the UK (Manchester Metropolitan University) and USA (University of Delaware); Council of British International Schools; European Council of International Schools; Alliance for International Education; British Council; the Commonwealth Council for Educational Administration and Management; UK Research and Innovation; Nuffield Council for Bioethics; Climate Change Education Research Network; Uganda National Museum; Uganda's National Peace and Memory Centre; Teaching and Language Corpora Network; Approche Linguistique et Didactique de la Différence Culturelle; Embracing Heterogeneity Network; Argentina's National High-Performance Sports Entity; the Global University Network for Innovation (GUNi).

Our support for professionals and practitioners doing research in International Education is recognised through the annual Jeff Thompson Research Prize: https://ibo.org/research/research-resources/jeff-thompson-research-award/

4.2 Research Engagement with Diverse Communities and Publics

We engage with a wide variety of public, voluntary and private sector partners in knowledge exchange and various forms of 'co-production'. These enrich our research environment, help shape our research priorities, and enable our research to have impact. These users are located at local, regional, national and international levels. Recent examples include:

Within the local area:

- 'Multilingual Storytelling by Children for Children' (ESRC Social Science Festival), Bath Library, 2018 (Curdt-Christiansen).

- Walking with string: Interactive workshop on entangling history, memory and identity, European Researchers' Night. Holburne Museum, Bath, 2019 (Taylor).

Within the UK:

- Public engagement lecture on Pornography as a pervasive teacher of relational norms, CEASE (Centre to End all Sexual Exploitation) Annual Summit, 2019 (Carr).

- Winner of UK "I'm a Scientist" public engagement project, engaging schoolchildren in the UK with the science of human relationships. The project is an online nationwide, student-led enrichment activity connecting thousands of school pupils with UK scientists in various fields of study, 2017 (Carr).

- 'Excellent School Governing: Impact and Innovation', Staffordshire Summer Conference for school governors and local authority staff, Stafford, 2015 (James).

Internationally:

- The [ARCHES](#) (Accessible Resources for Cultural Heritage EcoSystems) project (see 3.1), has provided ongoing training at museums across Europe, including SignTime GmbH, ArteConTacto, Museo de Bellas Artes de Asturias, Museo Nacional Thyssen-Bornemisza, Museo Lázaro Galdiano, Victoria & Albert Museum, Menage Exhibition Hall (St Petersburg), Moscow State Sidur Museum (Hayhoe).

- '[Measuring sustainable development knowledge and skills: Are we there yet?](#)', [Technical Cooperation Group on the Indicators for SDG 4](#) Seminar, The UNESCO Institute for Statistics, 2020 (Sandoval Hernandez).

- 'Cultivating English Language Proficiency: The importance of motivation for learning English', TW-UK Virtual Higher Education Forum, organised by the British Council Taiwan for the Ministry of Education, Taiwan, 2020 (Iwaniec).

- 'Young people and sport', National High-Performance Sports Entity, Secretary of Sport, Buenos Aires, Argentina. Participants included coordinators of Argentina's youth games (Juegos Evita) and members from a local NGO (Mundo Oval), 2018 (Costas Batlle).

- 'International mindedness in practice', IB Global Conference for IB school educators and IB organisation personnel, The Hague, 2017 (Bunnell).

- 'Listening to young children's environmental narratives', Australian Association of Environmental Education Research, Adelaide, Australia, 2016 (Barratt Hacking).

- 'The International Mindedness Journey: School Practices for Developing and Assessing International Mindedness Across the IB Continuum', seminars for policymakers, curriculum developers, IB programme leaders and researchers, IB headquarters, The Hague, 2016 (Barratt Hacking).

4.3 Sustainability of the Discipline

We have a long history of contributing to the sustainability of the discipline both nationally and internationally. The health, resilience and innovation of the discipline is essential for our own work. Our work in sustaining the discipline is guided by producing new knowledge to move the field forward and to sustaining good citizenship practices in the production of that knowledge. Our contributions include national and international research network leadership (BERA – Chawla-Duggan, Savvides; ECER – Abbas, for example) and encompasses:

Journal editorship

Editor-in-Chief:
- Journal of Research in International Education (Hayden); Journal of Education and Work (Lauder).

Editor:
- Gender and Education Journal (Taylor)

Editorial Board Membership:
- Teaching in Higher Education; Critical Studies in Teaching and Learning (Abbas)
- Language and Education; Journal of Multilingual Theories and Practices; Language Policy; International Journal of Multilingualism; Journal of Multilingual and Multicultural Development (Curdt-Christiansen);
- Journal of Educational Theory and Management (Curle);
- British Journal of Sociology of Education (Donnelly);

- British Journal of Visual Impairment; Social Inclusion (Hayhoe);
- Widening participation and Lifelong Learning (Hayton);
- Journal of Vocational Education and Training; International Journal of Training and Development (Hordern);
- The Canadian Journal of Educational Leadership; School Leadership and Management (James);
- International Studies in the Sociology of Education (Lauder)
- Compare (Milligan; Savvides);
- Philosophy and Theory in Higher Education; British Journal of Sociology of Education; Higher Education Review; International Journal of Sociology of Education; Critical Studies in Education (Naidoo);
- Argentinian Journal of Applied Linguistics; The European Journal of Applied Linguistics and TEFL (Sanchez);
- Teaching in Higher Education; Critical Studies in Teaching and Learning; Journal of Applied Research in Higher Education, Journal of Posthumanism (Taylor)
- Life Sciences, Society and Policy; Research Policy (Watermeyer).

Membership of research councils or similar national and international committees

Our staff have joined Advisory or Scientific Boards or Committees including: The Royal Society; Gender and Education Network, European Educational Research Association; Fieldwork Education; All-Party Parliamentary Groups; the British Educational Leadership, Management and Administration Society (BELMAS); British Association for International & Comparative Education

(BAICE); International Association for the Evaluation of Educational Achievement; 1625 Independent People; Education & Employers Taskforce; Comparative & International Education Society; Instituto Nacional para la Evaluación de la Educación (Mexico); Southeast Asia Primary Learning Metrics (SEA-PLM), UNICEF; Latin American Laboratory for Assessment of the Quality of Education (LLECE), UNESCO.

Prizes and fellowships

- Annual Book Award of the Moral Development and Education Special Interest Group from the American Educational Research Association for the book *Civics and Citizenship: Theoretical Models and Experiences in Latin America* (Sandoval Hernandez).

- Sage Prize for Innovation/ Excellence for the paper, A sociolinguistic perspective on accent and social mobility in the UK teaching profession, published in *Sociological Research Online* (Donnelly).

- Special commendation for The Anna Craft Creativities in Education Prize, for the BERA Annual Conference: *Against Methodolatry: A Materialist, Post-Qualitative Invocation of Speaking in Tongues*, which develops thinking and practice in the field (Taylor).

- 2020 Dartmouth Medal - Honorable Mention for the book chapter 'Touching the Rock: An Experience of Blindness (1990)' from *Disability Experiences: Memoirs, Autobiographies, and Other* Personal *Narratives*, Macmillan (Hayhoe).

- Heritage in Motion Award, European Museum Academy for best cultural app of 2020; and International Institute for Information Design (IIID) Award (Social Affairs) Bronze Medal & Darling Project, 2020. (Hayhoe, for the Horizon2020 project ARCHES).

- Professor Lauder has been appointed Fellow of the Academy of Social Sciences.

- Professor Hayden was awarded the <u>Lifetime Achievement Award</u> by GESS (Global Educational Supplies and Solutions, a large international schools organisation) for more than 36 years of distinguished service and accomplishments in the field of education.

Refereeing academic publications or research proposals

Staff have served as peer reviewers for a wide range of high-impact (Q1) academic journals, and as peer reviewers for national and international research councils and associations, including: Academy of Finland; American Educational Research Association; UK's Foreign, Commonwealth & Development Office (formerly Department for International Development); British Computer Society; Commonwealth Scholarship Commission; Dutch Research Council; ESRC; Flanders Research Council; Fulbright Commission; Irish Research Council; Latvian Council of Science; Marie Curie Individual Fellowships for the European Commission; Society for Research into Higher Education; and South Africa's National Research Foundation.

Recent invited keynotes, lectures, seminars

Education academics are frequently invited as keynotes at conferences and seminars for national and international audiences. Recent examples include:

- 'Family Language Policy: Does it Matter?' Language, Identity and Education in Multilingual Contexts, Hague, the Netherlands, 2020 (Curdt-Christiansen).

- 'Uses and Abuses of International Large-Scale Assessments', 2nd International Congress of Educational Evaluation and Research (CONIIEE), Colima, Mexico, 2020 (Sandoval Hernandez).

- 'Bridging Research and Enhancing Collaboration: China and UK', International Symposium on Intercultural Communication and Language Capacity Development under the Belt and Road Initiative, Shanghai, China, 2019 (Curdt-Christiansen).

- 'Use of the Results from Citizenship Education Evaluations', Seminario Internacional: La Educación Socioemocional, Cívica y Ética en el currículo, Mexican Ministry of Education, Mexico City, Mexico, 2019 (Sandoval Hernandez).

- 'Meeting the Challenges of an International Curriculum for the Future', International Primary Curriculum Annual Conference, Fieldwork Education, London, 2019 (Hayden).

- 'Inclusive Technologies to Help People with Visual Impairments', Aniridia Network Conference, Birmingham, UK, 2019 (Hayhoe).

- 'Challenges and Opportunities for International Comparative Research on Civic Education', 8th IEA International Research Conference, International Association for the Evaluation of Educational Research Copenhagen, Denmark, 2019 (Sandoval Hernandez).

- 'Slow Singularities for Collective Mattering: Doing Material Feminist Work in the Accelerated Academy', Centre for Gender Studies, Uppsala University, Sweden. 2019 (Taylor).

- 'Foucault in the Post-truth world', Foucault Special Interest Group. American Education Research Association, Toronto, Canada, 2019 (Taylor).

- 'Using Visual Technologies in Comparative Studies: Researching Young Children's Perspectives on Fathers', Using Creative and Visual Methods in Comparative Research Seminar, University of Surrey, UK, 2018 (Chawla-Duggan).

- 'Blind Visitor Experiences at Art Museums', Sensing Culture Conference, Trinity House, London, UK, 2018 (Hayhoe).

- 'Pride and Profit: A Family Language Policy Perspective on Chinese Language Maintenance/Development in Diasporic Communities', Language maintenance and shift: Chinese and European perspectives Conference, Centre for Linguistics and Literary Studies, Vrije Universiteit Brussel, 2018 (Curdt-Christiansen).

- Inciting Learning and Negotiating Power as Feminist Academics in the Neoliberal University. University of Delaware, USA, 2018 (Taylor).

- The Value of Meaning-focused Metalanguage for Teaching and Learning, at *Faces of English 2: Teaching and Researching Academic and Professional English Conference*, University of Hong Kong, 2017 (Forey).

- 'Key Challenges for School Governors and Governance in an Ever-evolving System', Westminster Education Forum, London, 2016 (James).

- Towards a New Correspondence: Globalisation and Education, Nordic Educational Research Conference, Gothenburg, 2015 (Lauder).

- 'Intercultural Dialogue in an Internationalised University Context', Building Cultural Bridges (ICBCB), Suleyman Demirel University, Almaty, Kazakhstan, 2015 (Grimshaw).

- 'Supporting and Empowering School Governors', conference organised by the Westminster Briefing, London, 2015 (James).

- 'Transnational Students in an Era of Superdiversity: Language Awareness and Intercultural Competences in a University Context', Médiations et performance innover en didactique des langues / Sprachmittlung und Performance innovativ sein in der Fremdsprachendidaktik, Goethe Institut, Paris, France, 2014 (Grimshaw).

Doctoral examining and emerging researchers' development

During the REF2021 census period our staff have served as External Examiners for over 180 doctoral theses in the UK and internationally, including Ireland, France, Spain, Norway, Singapore, Malaysia, Hong Kong, the United Arab Emirates, Australia, New Zealand, South Africa, Canada, and Colombia.

We provide workshops for ECRs at multiple international conferences, including American Educational Research Association (Taylor); Gender and Education (Taylor); and European Conference on Educational Research (Abbas, Taylor).

Conference organisation

We have organised prestigious conferences, including hosting:

- 2019 UKFIET (The Education and Development Forum) conference with c.600 international participants;
- 2018 International Baccalaureate Research Conference with c.100 participants from universities worldwide;
- 2017 University of Bath 50th Anniversary Conference, with c.100 international participants
- 2016-19 Three Alliance for International Education conferences with c.200 participants in different locations.