

<b>Institution: University of Huddersfield</b>
<b>Unit of Assessment: UOA23 Education</b>
<p><b>1. Unit context</b></p> <p><b>Our Unit</b></p> <p>The focal point for the University of Huddersfield's submission for UOA23 is the Huddersfield Centre for Research in Education and Society (HudCRES) based in the School of Education and Professional Development (SEPD). All submitted staff work in SEPD. Huddersfield's historic strength in research on post-16 education, training and professional practice was central to our submissions in RAE2008 and REF2014, but, consistent with the strategy outlined in our 2014 submission, we have broadened the scope of our work to develop high quality and innovative research in the educational experiences of marginalised young people; educational approaches to preventing extremism and broader issues of race and ethnicity in education; and pedagogical practices and childhood. Our Unit is unusual in its conception of educational research as not only spanning the full age range from early years to adult education, but also in its appreciation of the capacity of informal education and associated educational research to impact powerfully on the lives of communities outside formal institutions.</p> <p>Guided by our Institutional Strategy identified in the Institutional Environment Statement, HudCRES is the key strategic vehicle for our submission and includes all SEPD staff and PGRs, framing our research culture and acting as the driving force for the growing quantity, diversity and quality of our research. Since REF2014, we have grown in scale, complexity and influence on academic and professional fields, working from our thriving, inclusive research environment. The number of researchers submitted - 24.70FTE - is now more than double REF2014 (FTE: 11.75) and more than treble RAE2008 (FTE: 7.0). In this assessment period our doctoral completions have doubled, and our research income has both increased by more than 50% and involved significant international research collaborations for the first time.</p> <p>Unit development has been guided by a long-term research strategy, framed by principles of equality, diversity and inclusion, and focused on supporting colleagues, many of whom come from professional practitioner backgrounds, to develop their research skills and profiles, and to grow international research collaborations and research collaborations with end-users and stakeholders. This strategy is central to the sustainability and vitality of educational research at Huddersfield, and will continue to guide our development through to REF2028, where we aim to achieve a further step change in our research quality and a 50% growth in the scale of our submission.</p> <p><b>Our Research Strategy</b></p> <p>The establishment of HudCRES as a development of our earlier research centre has been driven by engagement both with the SEPD academic community and our external stakeholders. This was reflected in the systematic post-REF2014 review, guided by an Advisory Group of educational end-users: senior leaders from Further Education (FE), schools, Youth and Community Work; and the cultural sector, which continues to contribute to the planning of external research events and sustains our end-user engagement. The review process resulted in the establishment of HudCRES, enhanced support and collaboration structures, the expansion of our research portfolio (Section 3) and the increase in international research collaborations, which include a strong focus on interdisciplinary research (Section 4).</p> <p>Our <u>strategic research aims</u> focus on:</p> <ul style="list-style-type: none"> <li>• Increasing the scale and breadth of Unit research activity to include thematic research around marginalised young people; educational approaches to preventing extremism and broader issues of race and ethnicity in education; and pedagogical practices and childhood;</li> <li>• Ensuring all Category A staff are active, successful researchers through providing an inclusive, open environment that is supportive, has high expectations and drives future research vitality and impact;</li> </ul>

- Ambitious growth in externally funded research, increased international collaboration and citations;
- Further developing our interdisciplinary research activity and innovative research methods.

In order that we can achieve:

- Enhanced stakeholder, end-user and publicly-engaged open research that generates impact in society;
- A step-change in the quantity and range of our internationally collaborative research;
- Research with and about under-represented communities, informed by principles of social justice.

To achieve these strategic research aims, we have implemented the following research development plan:

- A comprehensive strategy of researcher development and support: research mentoring and a Supported Writing Programme; fully-funded Writing Retreats with professorial support; fully-funded research sabbaticals; fully-funded international conference presentations (Section 2);
- An enhanced Unit Research Development Team (expanded from 1 to 3 staff, all permanent contracts) to provide 'wrap around' support;
- A systematic, funded approach to developing international research collaboration and partnerships through visiting appointments, international research symposia for staff/PGRs (5 during the assessment period), and lecture visits to international institutions;
- The development of HudCRES's communications portfolio, including the newsletter for academic partners and end-users, a Twitter feed and blog;
- A programme of high-profile, public lectures presented by renowned education researchers;
- A series of research seminars aimed at international, national and local audiences (delivered on-line during the pandemic): 23 seminars and 6 international symposia during the assessment period;
- A bi-annual HudCRES conference enabling end-users from schools, colleges, youth and community organisations and local authorities to participate in workshops;
- An Annual School Research Conference;
- Participation in institutional research outreach.

### Unit Structure

The Unit's research strategy is led by the Associate Dean for Research and Enterprise (ADRE) (**Thomas**). Appointed in 2015, **Thomas** led the systematic Unit review and subsequent research strategy development. The ADRE is a member of SEPD's Dean's (**Bryan**) Executive Group (DEG), so ensuring that research is a central pillar of SEPD strategy. HudCRES's public-facing activity is led by the Director of Research (DOR) (**Lomax**), supported by the SEPD Research Development Manager (**Stott**). Two further Research Development Team appointments were made during this period: Research Bidding Development Officer (**McLean**) and the Business Development, Partnership Engagement and Research Knowledge Exchange Impact Manager (**Jensen**). Guided by our institutional research strategy, SEPD's research strategy and aims were developed by the ADRE and DEG, approved by the School Research and Enterprise Committee (SREC) and are subject to on-going evaluation and review. Work-strands are led by the Research Leadership group, comprising the Professoriate and Research Development Team, coordinated through bi-monthly meetings.

### Impact and Public Engagement Strategy

Unit research activity has responded to national and international policy that aligns with UK Research and Innovation's (UKRI) public engagement vision to engage under-represented communities. Our research involves educational end-users in formal and non-formal education settings, policy-makers, policy-influencers and practitioners. This includes co-creation, co-

design, and formative and summative engagement. ‘**Open research**’ is integral to this strategy, with our outputs publicly available, QR funding used to enable immediate open access for new publications, and research data being made publicly available (such as through the Corona Chronicles CHEER project).

Our Impact and Public Engagement strategy has been built around:

- Appointment of **Jensen**, the first Impact Officer appointment within the Institution, to develop and support impact and public engagement, evidenced by the further development of our strategic approaches to Impact outlined in Section 4 and by our Impact Case Studies;
- Individualised support on impact evidence collection, led by **MacDonald** and **Jensen**, with the development of plans for engaging different audiences, such as the creation of an infographic telling the story of key findings from research related to marginalised young people.

Our research with Impact is exemplified by our three Impact Case Studies submitted to REF2021:

- Shaping National and International Counter-Terrorism Policy through the Development of Effective Educational Approaches to Prevent Terrorism: **Thomas** and colleagues (Refer to Impact Case Study 1);
- Enabling Organisations and Practitioners to Challenge Stereotypes and Effectively Engage Young People on the Margins of Education, Employment and Training: **Simmons** and colleagues (Refer to Impact Case Study 2);
- Improving Curriculum and Pedagogy in Initial Teacher Education and Influencing the Policy Debate in the English Further Education Sector: **Orr** and colleagues (Refer to Impact Case Study 3).

Impactful research is widespread in the School, e.g., **Williamson’s** (Staff PGR) ‘Art Activist Barbie’ with museums and galleries, educational practitioners and the public.

The first HudCRES stakeholder engagement event, the ‘Research Showcase’ (June 2016), raised awareness of the Unit’s research, highlighting co-production and Impact and promoted dialogue about future collaborative research and bidding. The audience comprised senior representatives from key external partners. The second event, ‘HudCRES In Conversation’, was planned with our Advisory Group, held in June 2018 attracting over 50 educational colleagues from end-user organisations. The third event ‘The ‘HudCRES Research Festival’ was planned for June 2020 (postponed because of Covid-19).

Our stakeholder-engaged, methodologically innovative research is also evident in Covid-19 related research, including research funded by Yorkshire School Academy Trusts (**Lomax, Reynolds**), and internally funded (**MacDonald, Reid, Russell**) participatory action research projects with children, young people, care-givers and education professionals. Focused on lockdown and home-schooling during the pandemic, each is producing tangible impacts locally (e.g., providing resources to support wellbeing in children, young people and professionals). As one of very few studies seeking to qualitatively understand the experiences of UK primary-aged children, **Lomax** has provided evidence to the Department for Education (DfE) and Parliament’s Education Select Committee on the impact of school closure on children’s mental health. The Unit is currently developing a ‘policy briefing’ based on findings from these five projects, and all are seeking follow-on funding. These projects demonstrate the Unit’s ability to respond rapidly to issues of social and educational concern and provide impetus for further research development.

### Research Integrity

Promoting and maintaining high standards of research integrity is a Unit priority. Our research engages with human subjects, and consequently, ethical procedures are a major focus for us. Complying with the British Educational Research Association’s (BERA) Ethical Guidelines is integral to all the Unit’s research, from undergraduate dissertations to externally-funded research projects. All staff intending to carry out empirical research (funded or un-funded) complete a

'Peer and Ethical Review' form, which is reviewed by two senior researchers. Required modifications must be accepted before ethical approval is ratified by the School's 'Research Integrity and Ethics' sub-committee (Chair: **Simmons**), accountable to the School Research and Enterprise Committee (Chair: **Lomax**) and to the University Research Group. Staff confirm in their appraisal that projects remain unaltered, with modifications requiring ethical reassessment. PGRs require ethical approval before approval of the research proposal, and adherence is scrutinised at annual Progress Review Viva's (see Section 2). The Concordat to support researcher career development is integral to our research activity. All research stakeholders are considered at every level of research and ECRs are supported through strategies outlined in Section 2. Thus, integrity and quality are consistently reviewed through ethical approval and review mechanisms, through our research mentoring scheme, and the associated Supported Writing Programme.

## 2. People

### Our Staffing and Researcher Development Strategy

The Unit approach to staffing and staff development reflects our broader Institutional Strategy. All academic staff in the Institution have dual teaching and research or research-only contracts, all hold, or must complete, a doctorate, and all are expected and supported to publish to an international standard. Research targets within the Institution's past (2013-18) and current (2018-2025) Strategy Maps reflect this expectation. The Unit staffing approach is underpinned by University Equality, Diversity and Inclusion (EDI) and 'People First' strategies. Huddersfield is committed to Vitae's Concordat to Support the Career Development of Researchers, and received an eight-year renewal of its 'HR Research Excellence' award through a process involving an SEPD ECR (**Lavender**). The Institutional adoption of Chartered Management Institute (CMI) programmes has led to 4 Unit members being CMI Affiliates, 7 CMI Members and 7 CMI Fellows. CROS, PIRLS and more recently CEDARS national survey data are used to benchmark staff development. Our staffing and researcher development strategy has also been designed to respond to the profile of staff in the Unit and to engender sustainability through our researcher development activity.

### Equality, Diversity and Inclusion within our Staffing and Researcher Development Strategy

The majority of staff have non-traditional research trajectories, joining SEPD without a doctorate, following educational practitioner employment. Hence, 83% of School staff and 90% of submitted staff are aged 45 years or older. This professional expertise is reflected in the fact that of SEPD's 65 academic staff, 48 are Fellows of the Higher Education Academy (HEA), 11 Senior Fellows, 1 Principal Fellow, and 1 a National Teaching Fellow. 50% of the Unit's professoriate is female (including **Bryan**, the Dean) and of the 65 staff, 48 are female, and 17 are male, reflecting the increasingly feminised profile of the educational workforce. 26 of the 28 relatively recent appointments who are Staff PGRs are female. Staff have significant teaching loads and many have caring responsibilities. Nevertheless, our research strategy over successive REF cycles has had as a first aim to broaden and extend research activity and to allow for the flourishing of a wider and deeper research culture. Hence, the number of staff submitted has tripled compared with RAE2008. REF2014's submission represented a doubling of scale, with the 14 staff submitted representing a 50/50 gender balance. This has been maintained even with the further doubling of staff submitted here to 29 (15 female; 14 male). Equality, Diversity and Inclusion (EDI) were central to the Unit's reviewing and selection of outputs for submission. Mixed gender review teams were selected from our gender-balanced reviewer pool, overseen by our gender-balanced Unit Management Group (**Bryan, Lomax, Russell** - female; **MacDonald, Simmons, Thomas** - male). Outputs selected for submission reflect the gender balance of staff submitted. We have been extremely successful in developing the research careers of female colleagues; this has been the key plank of our staff and researcher development strategy and is central to our claim that we now have a mature and flourishing Unit research environment.

Our focus on ensuring a continued gender balance in our research is underpinned via committees such as Athena Swan, AURORA (3 completed during this period and 2 in progress)

and the Cross-Institutional Women Action Learning Sets (Universities in Yorkshire and the North-East), which **Russell** completed in 2017/18 before promotion to Reader (2019). A reduced teaching load post - maternity leave is offered and SEPD is working towards Athena Swan Bronze. Our Institution has retained its Athena Swan Bronze award and is actively working towards Silver. **Miller** was the first Black Professor of Educational Leadership and Management appointed in the UK, joining in 2016, researching institutional racism and race inequality in school leadership (see Section 4) and SEPD has a Race Equality working group to address identified ethnic disparities within the School's operations.

### Leading our Staffing and Researcher Development Strategy

All academic staff are allocated 20% research time. SEPD has a transparent work-loading model where individual allocations are shared. Over 40% of SEPD's staff are PGRs (15 gained doctorates during this assessment period) and have doctoral fees paid (over £200,000 invested in this period compared to £155,660 in previous period).

Individual research is reviewed and goals agreed with line managers (advised by the ADRE) during annual appraisals. For post-doctoral staff, goals and work-loading allowances can include externally-funded projects, Impact and public engagement or the development of new bids. All Early Career Researchers (ECRs) are allocated Research Mentors, meeting regularly. This has produced joint publications (e.g. **Allatt** and **Tett**; **Bishop** and **Sanderson**). From 2020, this has been overlaid by our Supported Writing Programme, which includes Staff PGRs and encompasses mentoring, formative feedback on new draft outputs and peer support to drive further publication success.

This has enabled us to build capacity and sustainability whereby senior staff and emerging researchers collaborate, contributing to the research culture. Research leaders - Professors and Readers - play a vital role in leading the strategy through a distributed leadership model (e.g., **Lomax** leading HudCRES external-facing activities with **Stott**; **MacDonald** leading Impact development with **Jensen**; **Russell** as UoA coordinator; **Simmons** leading output quality reviewing process with **Stott**). Research leaders provide mentoring and leadership of our Supported Writing Programme (**Bryan**, **Lomax**, **Simmons**, **Thomas**) and supervise Staff PGRs. Six Professors (3 female, 3 male) have full time contracts, and five are employed on a p/t basis with 2x 0.5fte, both male; 3x 0.2fte (2 female, 1 male). The Professoriate represents 7.3 FTE of the Unit's 24.70 FTE submission (which represents 45% of total SEPD academic staff), and demonstrates the Unit's considerable investment in and support for research leadership capacity. Four research leaders have either retired (**Avis**, **Colley**, and **Fink**, one male, two female) or moved on (**Miller**, male) during the assessment period, and four Professors have been recruited to drive our new research strategy (**Bryan**, **Lomax**, **Miller** and **MacDonald**, two female, two male) through their individual specialisms and broader contribution to the research culture (e.g. **Bryan** working with Staff PGRs in ITE; **Lomax** working with Staff PGRs and ECRs in early years and childhood). The Unit has a strategy to drive further research leadership promotions, through appraisals and mentoring from the ADRE and Dean (e.g. **Russell** promoted to Reader, 2019).

### Implementing our Staffing and Researcher Development Strategy

The Unit Staffing and Researcher Development Strategy is implemented as follows:

- Research Mentoring and the Supported Writing Programme: see above;
- Funded Writing Retreats: Since 2010, SEPD has fully-funded staff attendance (in work time) at three-day writing retreats held at Europe's only residential library (The Gladstone Library, Flintshire). This long-term, high-quality support for academic writing has been central to the exponential growth in Unit scale over the past two assessment periods. Popular with staff, particularly those with caring responsibilities, they provide space, dedicated time and professorial and peer support. During this assessment period there have been 15 Writing Retreats with 47 members of staff having taken part in one or more. Each group of 8-12 participants is accompanied and supported by a member of

the professoriate. The Retreats have supported numerous publications and 10 staff in gaining their doctorates;

- Fully-funded conference presentation support: All staff have been fully-funded through QR, to present at two international, peer-reviewed research conferences per annum, including one overseas. Resultingly, staff numbers presenting have increased from 18 in 2014/15 to 45 in 2018/19. In this period, staff made 285 presentations compared with 175 in the REF20014 period. The mentoring process has supported staff in having abstracts competitively selected for high profile conferences. Conference attendance is targeted during appraisals. Presentation at non-UK conferences has been encouraged as part of our wider international research collaboration strategy, leading to tangible research collaborations (Section 3). There has been a substantial increase in the Unit's overall number of non-UK international conference presentations (over 100 during this assessment period, with 13 non-UK conference presentations in 2013/14 doubling to 27 in 2017/18);
- HudCRES lecture visits to international institutions: Utilising QR and Institutional University Research Fund (URF) support, we have fully-supported collaborations between early or mid-career researchers and senior researchers to visit and present research at leading universities abroad. These have included **Lavender** and **Russell** with **Orr** delivering sessions on policy, pedagogy and practice in English Further Education at The University of Toronto; **Reid** with **Fink** and **Lomax** to Lund, Linköping and Via Universities, focusing on Childhood, digital literacy, participatory methodologies, ethics and pedagogy; **Crow** and **Firth** (both Staff PGRs) with **Lomax** to Royal Melbourne Institute of Technology (RMIT), resulting in an edited collection; **Miah** with **Thomas** to the University of Queensland and Deakin University in Australia to present on education's role in preventing violent extremism;
- International research symposia and visiting academics: Our programme with invited international presenters (see Section 4) is designed to include emerging researchers, Staff PGRs and other PGRs as participants and contributors. Less experienced colleagues nominate visiting academics with whom they would like to work (e.g., **Purcell** with **Page**), with subsequent visits funded by QR/URF;
- Public lectures by internationally-leading academics: We have staged 20 public lectures during the assessment period, e.g. Rollock and John in 2019/20; Hall and Jacobson in 2018/19; Mirchandani and Standing in 2016/17; Sir Aynsley-Green and Archer, 2015/16). This has included 9 inaugural lectures by our own professoriate (**Fisher**; **Harris**; **Lomax**; **MacDonald**; **Miller**; **Orr**; **Sanderson**; **Simmons**; **Thomas**);
- Funded Writing Sabbaticals: During 2017/18 and 2018/19, funded through QR/URF, all non-professorial post-doctoral staff were offered five week writing sabbaticals with full teaching cover, to develop and submit an agreed output. This led to 12 post-doctoral staff sabbaticals during 2017/18 and a further 7 sabbaticals in 2018/19 together producing 22 published outputs and 4 conference proceedings papers;
- Funded writing programme: Throughout 2016, 10 staff (6 female and 4 male) participated in a series of writing workshops, funded by QR/URF and run by Professor Pat Thomson (University of Nottingham), to develop an output, leading to 5 published journal articles and 2 chapters in edited books, and Staff PGR progress. This has informed our Supported Writing Programme.

All Unit staff attend regular seminars and research meetings. HudCRES runs workshops to support researcher development and Research Development staff support colleagues in maximising their research profiles and developing their on-line research profiles. All staff contribute to the 'Ed Space' blog. Our International Collaboration strategy (Section 4) has focussed on involving emerging researchers and Staff PGRs. A team-based approach to doctoral supervision is employed to develop new supervisors and expand capacity.

The success of our staffing and researcher development strategy has seen the Unit develop from a small number of researchers in RAE2008 and a limited number in REF2014 to one of significant research capacity, depth and reach, as demonstrated by this submission and in the

broader quantity of peer-reviewed research outputs published during this assessment period. This strategy has enabled our researchers to address national and international themes and priorities, from our long-standing focus on post-compulsory education and training (**Avis, Colley, Fisher, Orr, Powell**), to the prevention of extremism and broader educational concerns with ethnicity, racism and community cohesion (**Bryan, Miah, Miller, Sanderson, Thomas, Walton**), marginalised young people and access to education (**Bailey, Bishop, MacDonald, Russell, Simmons, Thompson**), lifelong and informal education (**Allatt, H. Jones, Purcell, Tett**) and child and student experiences and pedagogical practice (**Bennett, Dyer, Fink, Harris, G. Jones, Jarvis, Kaneva, Lomax, Reid, Reynolds, Sheehan, Unaldi, Youde**).

### Developing Postgraduate Research Students

During this assessment period we have made 74 doctoral awards (42 PhDs; 32 EdDs), an almost doubling of awards made during the REF2014 period (38). The Unit has invested over £520,000 in non-staff PGRs to recruit PGRs both from our own outstanding graduates through the Vice-Chancellor's Scholarship Programme (which requires a first class UG degree for Master's by Research and a Distinction in a Master's by Research programme for PhD), and through scholarships for other PGRs nationally and internationally. PGRs attend University and School inductions. PGRs form part of a Graduate School whereby conference funding and access to the PGR forum and HudCRES events are available.

PGRs have a main and co-supervisor (and a third supervisor where appropriate), at least one of whom has a minimum of two doctoral completions and with the main supervisor having recent and relevant research publications of international quality. All receive one formal supervision meeting per month, supported by further monthly contacts. EdD students undertake, and all PhD researchers are guided to participate in, a taught programme of four modules on research methods training, delivered by the School's leading researchers. A University Code of Practice for Postgraduate Research Degrees, complemented by School-specific guidelines, assures the quality of PGR provision; regular supervisor training sessions are run by the University for experienced and new supervisors; and the School runs a PGCert in HE where each student is allocated a research mentor. PGR progress and key milestones are recorded in electronic supervision logs, online records held at the Institution and Unit level and personal development plans, and are monitored by the supervisory team, the School's Director of Graduate Education (DGE) (**H. Jones**) and Deputy DGE (**Lavender**), and its Research and Enterprise Committee and Research Integrity and Ethics sub-committee, as well as the University's Research and Enterprise Directorate. PGR Progression Review meetings between the Graduate School and SEPD are held three times a year and have been vital to our excellent record of PGRs progression and completion. The 'PGR Exchange' programme provides invited speakers to discuss key PGR issues via the Conference Presentation Fund (funding to support attendance at one home and one international conference), first having presented at a School or University Conference. PGRs regularly present papers at the School's Annual Research Conference and the University's Annual Research Festival. All full-time PGRs have opportunities to teach their subject specialisms.

Management of PGR progress and completion is rigorous; Annual Progress Review Viva's are undertaken by two non-supervisory reviewers, with amendments/re-submission required within a specified timeframe (and a further Viva if necessary). Staff PGRs have an External Examiner for each Progress Review and two Externals for their summative Viva. Mock Viva's are held post submission and excellent facilities are provided (see Section 3 on infrastructure below). A student-led, fortnightly PGR Support Forum is supported by the DGE, Deputy DGE and two PGR tutors, offers a lively programme and is supported by the Postgraduate Researcher Environment Development Fund (PREDF) providing up to £2,000 per project for initiatives that benefit PGRs and have an impact on the researcher environment.

### 3. Income, Infrastructure and Facilities

#### Research Income

Unit research and enterprise income has grown significantly, with an almost 50% income growth to £684,664, compared to REF2014 (£462,475). A central focus of our research strategy has been to grow research income, enabled by the investment in bidding support and in international relationship-building activity. This strategic approach has resulted in a shift from enterprise to research funding, with substantial growth in competitively - won income from major funders, such as UK research councils and non-UK funding bodies. In our REF2014 submission this was an aspiration, now we can demonstrate significant success. This growth has involved national and international research collaborations and has been significantly interdisciplinary, both within the institution (**Miller** with social policy and computing colleagues; **Thomas** with sociology colleagues) and externally (**Lomax**; **MacDonald**; **Reid**; **Thomas**).

Support from major UK funders for interdisciplinary collaborations:

- The involvement as Co-I and Social Science lead of **Lomax** in 'Modelling Landscapes for Resilient Pollination Services in the UK', funded by RCUK Global Food Security programme, (Reading University, University of Huddersfield, Northampton University, Lund University, Sweden), £20,098 income of total £601,108 award, 2017-2020;
- **Miller** was Co-I on the 'None in Three' international inter-disciplinary GCRF project on Gender-Based Violence, funded by AHRC and ESRC, (Universities of Huddersfield and Liverpool John Moores), 2017-2019;
- **Reid** is Co-I within 'Life-Saving Lullabies: Reducing adolescent maternal and neonatal deaths in Zambia', funded by the Arts and Humanities Research Council – UK Research and Innovation/GCRF, (with Sheffield Hallam University and St. John, Zambia), £37,430 income of total £129,795 award, 2020-2021;
- **Thomas** was Co-PI for the 'Community Reporting Thresholds; Sharing Information with the Authorities Regarding Involvement in Violent Extremism Activity and Foreign Conflict' study, funded by the Centre for Research and Evidence on Security Threats (CREST) /ESRC (with Victoria University, Australia); £55,430 income of total £99,240 award, 2016-17.

International-funded research collaborations have expanded significantly:

- **Lomax** has been Co-I for 'Cyber Safe Generation: Digital education by design' (CyGen), funded by Erasmus+ Cooperation for innovation and the exchange of good practices, (Universities of Huddersfield, Northampton, Via and Limberg), £10,539 income of total €266,652 award, 2016-2019;
- **MacDonald** is Co-I for 'A Future of Staying? A Qualitative Longitudinal Study of the Everyday Life of Marginalised Youth Living in Rural Areas in Denmark', funded by the Danish Research Council (VIVE – The Danish Centre for Social Science Research, Aalborg University, Canterbury Christ Church University), £10,000 income of total DKK 2,783,039 award, 2020-2022;
- **Simmons** is Co-I for the 'Improving Transitions, Enabling Results', funded by Erasmus+, a pan-European project led by GEMS Northern Ireland, £23,412 income of total €387,245 award, 2019-2022;
- **Thomas** has won international funding from competitively-tendered, national government schemes to replicate and extend his 'Community Reporting Thresholds' research. He is Co-PI for 'Community Reporting Thresholds: Sharing Information with Authorities on Violent Extremism – a Canadian Replication Study', funded by Public Safety Canada, (Ryerson University, Canada, University of Huddersfield, and Deakin University, Australia), £48,500 income of total \$416,000 (CAD) award, 2019-22. He is also Co-PI for 'Community Reporting Thresholds: Sharing information with Authorities Concerning Terrorist Activity', funded by the US Government National Institute for Justice, (University of California Los Angeles (UCLA), University of Illinois, University of Huddersfield, Deakin University of Australia), £55,000 income of total \$920,854 (US) award, 2019-22.

Success with major international funders is now extending to Staff PGRs:



- **Williamson** Co-I on, 'Gendering New Narratives, Representations and Pedagogies: A Feminist Study of Adult Education and Exhibitory Praxis in Museums in Canada, Europe and the USA', funded by the Social Sciences & Humanities Research Council, Canada (University of Victoria, Canada) \$5000 (CAD) income of total \$29,947 award, 2017-2019.

Our research has involved co-creation and direct commissioning around educational and social policy and practice, demonstrating expertise, credibility and strong relationships with educational stakeholders and end-user communities:

- **Orr** was approached by the Gatsby Foundation, leading to funding as PI for 'Subject-Specific Pedagogy for Teachers of Vocational Science, Engineering and Technology in Further Education', £364,000 income, 2015-2018.

At regional level, a strong relationship with Kirklees Council has seen:

- **Thomas** and **Sanderson** funded for the 'Measuring Community Cohesion' study, 2014-15, and **Thomas, Miah** and Purcell, funded for the 'Prevent Education and Training Research Project', 2016-2017.

The Unit continues to attract research income from local government, civil society organisations, charities and educational bodies, as part of our engagement with end-users:

- **Bennett** funded by the Society for Research into Higher Education, 2017-18, 'Students' emotional responses to feedback on their progress: beginning to understand learning analytics dashboards';
- **Russell** funded by Wavehill Social Research via Blaenau Gwent Borough Council, acting as procurement lead on behalf of the Welsh European Funding Office, 2017-2021 for, 'Evaluating Regional Approaches to NEET Intervention Strategies in a Welsh context';
- **Sheehan** funded by The British Council, 2015-16 for the study, 'Assessment Literacy – What do teachers want to know?';
- **Unaldi** funded by Michigan Language Assessment, 2020-21 for, 'Construct Validity of the Multiple-Text Reading Tasks in MET and ECCE'.

Additional funding has come from Culham St Gabriel's Trust, the Society for Educational Studies, the Teamworks Teaching Schools Alliance and the West Yorkshire Teaching Alliance (**Price**, Staff PGR).

### Infrastructure and Facilities

Our Institutional Environment Statement identifies our high-quality environment and infrastructure. Central to our growth has been the appointment of the Unit's Research Bidding Development Officer (**McLean**). This has facilitated a programme of staff workshops, led by our Research Development staff, supported by the ADRE/professoriate, on the process of successful research bidding, and individual support to develop proposals. Robust bidding mechanisms include prospective bidders completing a 'scoping form' to discuss with their line manager and the Bidding Development staff. Once approved by the ADRE, the bid is developed and a peer and ethical review proforma completed, through a process overseen by the SRIEC. Two senior reviewers identify ethical issues requiring modification and comment on the quality and robustness of the proposed methodology. For larger competitive bids, 'pitch sessions' are held to aid bidders in the clarity of their proposal. The University's PGR Charter guarantees FT PGRs a fully networked desktop computer and office accommodation in a dedicated study room. PGRs can access hardware (laptops, audio/video recorders, transcription equipment) and software (SPSS and NVIVO) free of charge. The Graduate School provides language support, and the opportunity for all PGRs to learn another language.

## 4. Collaboration and Contribution to the Research Base, Economy and Society

**1) International collaborations:** Further developing international research collaborations has been a key strategic aim (Section 1). HudCRES has acted as a vehicle to increase staff and PGR non-UK research conference attendance significantly, which has directly enabled

international collaborations on major research studies (e.g. **Thomas** and Grossman, Deakin: CREST, 2016/17; **Thomas**, Grossman and Eisenman, UCLA: US Department of Justice, 2019 and **Simmons** and the Northern Ireland Association for the Care and Resettlement of Offenders (NIACRO), including Youth, the European Social Fund and the Northern Ireland Assembly from 2012-present).

Our substantial programme of Huddersfield-based international symposia (fully funded by QR/URF), includes:

- Education and Working-Class Youth – reshaping the politics of inclusion (25<sup>th</sup> June 2019) – led by **Simmons** with presentations from John Smyth (Emeritus Research Professor of Education, Federation University Australia and Visiting Professor of Education and Social Justice at SEPD); **Bishop, Thompson** and **Simpson** (PGR, now Staff);
- The 21<sup>st</sup> Century Child: theories concepts and contexts (19<sup>th</sup> and 20<sup>th</sup> June 2017) – led by **Fink** with presentations from Alanen (University of Jyväskylä, Finland), Davies (University of Leeds), Holmes (Manchester Metropolitan University), Huijsmans (International Institute of Social Studies, the Netherlands), Leonard (Queen's University, Belfast), Lowe (Aston University), Millei (University of Tampere, Finland), Oberg (Eureka! The National Children's Museum, Halifax), Oswald (University of Winchester) and Wells (Birkbeck, University of London);
- Vocational Education and Training (VET): Race and Ethnicity (5<sup>th</sup> and 6<sup>th</sup> June 2017) – led by **Avis** with presentations from Warmington (University of Warwick), Cameron and Bell (Curtin University, Australia), Onsando (RMIT, Australia), Mirchandani (University of Toronto, Canada), Webb (Monash University, Australia), Imdorf (University of Basil, Switzerland) and Tran (Deakin University, Australia);
- Engaging Children and Young People: Creative Methods and Research Ethics (20<sup>th</sup> and 21<sup>st</sup> June 2016) – led by **Fink** with keynotes by Sparrman (Linköping University, Sweden) and Kraftl (University of Birmingham) and presentations by Parsons (University of Southampton); Mandrona (McGill University, Canada); **Lomax, Russell** and **Reid**;
- 'The Future of Professions' (13 July 2015) - led by **Sanderson** with presentations by Wheelahan (Toronto), Hopwood (University of Technology Sydney), Guile (UCL), Zukas (Birkbeck) and Saks (University of Suffolk), **Sanderson** and **Fisher**.
- 'Youth, Insecurity and Education', (16<sup>th</sup> and 17<sup>th</sup> June 2015) - led by **Simmons** and **Thomas**, and presentations from Carpenter (OISE Toronto, Canada), Mac an Ghail (Newman University, UK), Neves (Porto, Portugal), Smyth (Federation, Australia) and **Fink** and **Miah**. The symposia led to a special issue of 'International Studies in the Sociology of Education' edited by **Simmons** and **Thomas**.

The HudCRES newsletter, Twitter feed and blog have played important roles in strengthening international collaboration, research transparency, public engagement and an 'open' environmental culture. This has had tangible results through joint publications and collaborative grant capture (e.g., Erasmus+ whereby **Simmons** is working with international colleagues to explore where transitions can improve in vocational learning opportunities for NEET young people).

### Visiting Professors – a strategy to strengthen international relations

We have increased the number of Visiting Professors and Readers and our own visiting appointments. These include Smyth, Dr. Carmel G. Roofoe-Bowen, The University of the West Indies (Jamaica), Professor Michele Grossman, Deakin University, (Australia) and Professor Stephen L. Jacobson, Buffalo, (USA). Contributions include public lectures, writing workshops for ECRs and the development of collaborative research projects. Unit scholars hold seven Visiting Professor or equivalent posts. These have led to keynote addresses to policy and practitioner audiences (in Australia, Denmark and Spain), presentations and international research collaboration including:

- **Lomax**: Visiting Professor in the Faculty of Health, Education and Society, University of Northampton;

- **MacDonald:** Visiting Professor, Bristol University and at the Danish Centre for Youth Research, University of Aalborg, and Adjunct Professorship in Research at the Department of Sociology, Monash University, Australia (2017- present);
- **Orr:** Visiting Professor, Canterbury Christ Church University (2015-2018);
- **Thomas:** International Member of the Advisory Boards of the AVERT counter-terrorism research network and the CRIS - the Collaborative Centre of Excellence for Resilient Communities and Inclusive Societies - Multiculturalism and Youth thinktank (including the keynote address at the thinktank launch event, 2019), hosted at Deakin University, Australia.

## 2) Interdisciplinary Collaborations

Our strategy to encourage and support interdisciplinary research has led to a range of national and international projects that address societal and educational challenges:

- **Lomax** is Co-I for an interdisciplinary RCUK 'Global Food Security' project led by the University of Reading. 'Modelling Landscapes for Resilient Pollination Services in the UK' brings together STEM and non-STEM scientists to address issues of sustainable agriculture. **Lomax** leads on the development of innovative visual social science methods to research and communicate research outcomes to policy-makers and the public;
- **MacDonald** has worked with colleagues in the UK, Australia and Europe on interdisciplinary projects about young people. They include, working with Social Policy analysts at Bristol to investigate young adults' social welfare (with a substantial bid to the ESRC under review); with Sociologists at Monash University and Australian anti-poverty charities to chart young people's engagement with 'the gig economy'; with International Relations experts at Durham University to examine experiences of social exclusion for young people in Middle East and North African countries (funded by the EU F7); with Education scholars at Aalborg University and Sociologists from VIVE in Copenhagen to study patterns of im/mobility for rural youth in Denmark (funded by the Danish Research Council); with sociologists at University of Bergen in symposia and publications to bring together life-course, intergenerational and youth transitions studies;
- **Reid** is developing an application to the World Health Organisation with historians and public health professionals (including UNICEF) and scholars (from Sheffield Hallam, University of Edinburgh, University of Bristol, Tampere University, National University of Vietnam, University of Zambia and St John Zambia);
- **Thomas** is Co-PI with criminologists, cultural studies and public health scholars on two government-funded (US and Canada) 'Community Reporting Thresholds' research studies around community-based approaches to the prevention of violent extremism.

## 3) Impact and Engagement Activity with End-Users

Section 1 identified our strong strategic focus on developing Impact within our research. This has been scaffolded by:

- Establishment of a Research Impact Working Group, comprising Unit academics, PGRs, and Institutional staff in Impact and public engagement roles to develop understanding of impact;
- Initiation of an Impact development programme to include two introductory sessions on Research Impact, a PGR session on Research Impact and a session on Public Engagement and evaluation;
- Development of a set of Evaluation tools to support colleagues delivering research events;
- Utilisation of QR funding to support Impact events with end-users and small-scale projects co-created with end-users in support of improved policy and practice and a time allowance for staff engaged in Impact activity;
- Financial support to publish articles, books and chapters via 'open access', to ensure our research is accessible to end-users, and to ensure open data compliance for externally - funded projects.

Our approach to Impact is reflected in our established connections with end-users (colleges, schools, local authorities across the north of England). We maintain a strong base in the region, evidenced via partnerships that typify the inter-relationship between teaching, research and end-user engagement. We are deeply rooted within the locality and have a long-established tradition of positive impact upon local education-based partners and organisations, particularly in the post-16 and Vocational Education Training (VET) and community sectors. Unit researchers (e.g., **Powell**) give regular research presentations to FE College leaders, FE Network meetings and at the annual PCET 'Specialist Conference'. **Thomas's** longstanding research collaborations with Kirklees and Calderdale local authorities led to both local authorities co-designing and commissioning empirical research from our Unit and UOA20 (Social Work and Social Policy) around ethnic diversity and political extremism in economically-marginalised, mainly White communities, including policy and practice implications.

Our research has been commissioned by, and sometimes co-designed with, educational end-users and social actors to address practice and policy challenges at both national (e.g. **Orr's** Gatsby Foundation work; **Thomas** with Coventry and Durham and the Aziz Foundation in relation to the Prevent Duty in education) and local/regional levels (**Russell** funded via Wavehill; **Simmons'** research working with Northern Ireland Care Leavers). Building for Impact has been implemented from the start and continues post funding. The Unit was approached by The Gatsby Foundation, based on previous work through our Consortium of FE colleges and the associated body of research (**Avis, Colley, Orr, Simmons, Thompson**), leading a to major project, led by **Orr**, around enhancing pedagogy in the teaching of vocational science, engineering and technology in Post Compulsory Education and Training and Further Education. Funded research has addressed other educational challenges (such as how to better understand NEET young people's experiences of vocational education and training, and how the Prevent Duty has impacted education). Public engagement takes place through HudCRES and via project-specific dissemination seminars/events and media work (e.g. **Thomas's** sustained engagement with National Counter-Terrorism Police Headquarters in support of policy use of findings from the CREST/ESRC 'Community Reporting Thresholds' study around the role of communities and their community educator interlocutors in preventing terrorism, leading to the national 'Act Early' campaign launched in 2020). Most recently, this has included our Covid-19 research.

HudCRES is underpinned by deep, long-lasting relationships with educational research users that span our education professional qualifications and CPD, PGR supervision (many PGRs are practitioners and research end-users) and our research. These relationships have also enabled access by Unit staff to educational research sites during funded research projects, e.g., **Thomas** and **Miah's** highly-sensitive work on whether young adults will report someone close to them who may be becoming involved in terrorism; **Miller** and **Timmins's** (Staff PGR) work on how schools would utilise interactive games and curriculum material with students around gender-based violence; **Thomas's** work (with Coventry and Durham Universities) on how educational professionals in English schools and colleges understand and implement their 'Prevent Duty' responsibilities. Research users have played important advisory and guidance roles in the Unit's research, e.g., the Project Advisory Group for the CREST/ESRC-funded 'Community Reporting Thresholds' project. **MacDonald** is Co-Investigator of the proposed Young Adults and Social Welfare Project (Bristol, under review with ESRC); through his links with youth charities has helped establish a stakeholder advisory board that includes some of the UK's leading youth-focused agencies, e.g., Princes Trust, NYA, CentrePoint, and NUS.

Research communication to support Impact and public engagement has been expanded by redesigning the School's research webpages and establishing a stronger social media presence, including: establishing the HudCRES newsletter (hard copy and electronic formats, 2-3 times a year); an active Twitter feed (@HudCRES) and the 'Ed Space' blog, e.g. **Tett** and **Allatt's** blog exploring the employability skills agenda and its impact on the adult literacy curriculum. 138 posts have been published since 2016, with one post reaching 2307 readers, including international reach. National media engagement includes **Thomas** and collaborators' findings on the Prevent Duty in schools and colleges, July, 2017; **Miah, Sanderson** and **Thomas** feature

article about their book on multiculturalism in the region in 'The Yorkshire Post', June, 2020; **MacDonald's** piece for 'The Conversation' on precarious employment of young adults (over 25,000 reads and other media coverage).

#### 4) Contributions to the economy and society

The Unit makes strong contributions to wider society through engagement with policy and policy-makers nationally and internationally, as evidenced in our Impact Case Studies, and on public understanding, through media and public event contributions.

International contributions include:

- **MacDonald** invited to be a founder member and serve on the core committee of the Global Network of Policy Research on Youth Transitions. The Network brings together leading youth scholars and governmental and civil society organisations from the Global South and Global North to seek critical, research-informed analyses and interventions vis-à-vis young people's education and employment transition;
- **Miller** is President of The Commonwealth Educational Council, directly shaping educational approaches in the 43 member countries;
- **Thomas** is a member of the Academic Advisory Group (the first one established within UK counter-terrorism policy making) for the UK government's 'Desistance and Disengagement Programme' for convicted terrorists and ISIS supporters returning from Syria; he advises the National Counter-Terrorism Police Head Quarters; has been commissioned to write book chapters on educational approaches to preventing terrorism for educational professional and public audiences by the German Federal and Flemish Regional Governments; has provided policy briefings for the Attorney General's Office of the Australian Federal Government and with Canadian national government ministers.

National contributions:

- **Lomax** led the design of open access creative digital resources for academic and non-academic users (teachers, children and parents), including resources to support children's emotional wellbeing during global crises; a co-designed digital education programme, guidance and resources to support children's digital literacy and online safety (in Greek, English, Danish and Flemish);
- **MacDonald** was External Research Consultant (2016-18) to a Young Women's Trust funded project on economic inactivity amongst young women to engage with debates around women, employment pathways and policy implications;
- **Orr** is a member of two DfE Working Groups around Vocational Education and Training;
- **Simmons** has given media expert commentary: 'UTCs Give Young People the Skills to do the Job: Overcoming the Academic-Vocational Divide'; 'The Changing Face of Youth Culture in the UK' and 'The Employment Guarantee Bill: Youth Unemployment Remains' (in October 2018) to inform end-users who engage with education and employment policy;
- **Tett** was invited in October 2019 to present oral evidence, based on her long-standing body of research around the benefits of lifelong learning, to the House of Commons Education Select Committee's inquiry in to 'Adult Skills and Lifelong Learning'.

#### 5) Indicators of Wider Influence, Contributions to and Recognition by the Research Base

Unit members maintain a significant presence in the leadership and management of key education organisations, including:

- British Educational Research Association (BERA; **Lomax, Miah, Reid**, SIG coordinators in this period; **Miller**, Annual Conference keynote speaker, 2018);
- International Professional Development Association (IPDA; **Bryan**, Chair);
- Universities Council for the Education of Teachers (UCET; **Bryan**, Chair of the Research and International Forum and member of the Executive Committee);
- World Educational Research Association (WERA) (**Bryan**, co-convenor of the International Research Network (IRN) 'Education and Extremism');
- The Association of Teacher Education in Europe (**Powell**, Chair);

- Society of Education Studies (**Bryan**, Executive Board member).

**MacDonald** has been a Fellow of the Academy of Social Sciences (FACSS) since 2011 and **Miller** was appointed to FACSS in 2017. Thus, Unit staff contribute strategically to the national and international educational research sector.

During this period, Unit staff have played key roles in and served on the editorial boards of leading journals in the fields of education, childhood and youth studies and research methodology. From 2017 onwards, **MacDonald** has been Co-Editor in Chief of the Journal of Youth Studies, the leading international journal in the field of youth studies (Impact factor (IF) 1.69). Bennett is Editor of Research in Learning Technology (IF 1.75); **Harris** is Associate Editor for English in Education (IF 0.45); **Miller** is Associate Editor for International Studies in Educational Administration. **Orr** is Associate Editor of the Journal of Vocational Education and Training (IF 1.10) and was Co-Editor of Studies in the Education of Adults. **Simmons** is Associate Editor of the Journal of Further and Higher Education (IF 1.57).

**Simmons** and **Thomas** edited a special issue of the International Studies in the Sociology of Education (IF 0.570).

Editorial Boards served on include British Journal of Educational Studies (**Bryan**) (IF 1.05); Sociological Research Online (**Lomax**); Journal of Social Inclusion (**Miah**); Ethnography and Education Journal (**Russell**); Profile (**Sheehan**); European Journal for research on the education and learning of adults (**Tett**); Journal of Innovative Practice in Higher Education (**Youde**), Journal of Vocational Education and Training (**Avis, Harris, Sanderson**).

Reviewing of journals: staff have reviewed for over 50 journals in education-related fields including:

- Core educational journals: International Studies in the Sociology of Education, British Educational Review Journal, British Journal of Sociology of Education, Oxford Review of Education, British Journal of Educational Studies.
- Broader childhood and youth journals: YOUNG, Children and Society, Children's Geographies, Journal of Youth Studies.
- Methodological journals: Journal of Contemporary Ethnography Journal of Ethnography and Education; Visual Studies, International Journal of Research and Method in Education.
- Wider disciplinary journals: Ethnicities; Critical Studies on Terrorism; Community Development, The British Medical Journal, BMC Women's Health.

Reviewing for book publishers: staff have for: Emerald Press, Springer, Open University Press, E&E Publishing, Trentham Books, Routledge, Bloomsbury Academic, Edward Elgar, Palgrave MacMillan, Policy Press, Peter Lang, Sage and Lexington Books.

Reviewing for funding bodies: Nuffield Foundation, The Leverhulme Trust, British Academy, CONICYT (The Ministry of Education, Chile), ESRC, Swiss National Science Foundation, Israel Science Foundation, NIHR, and the Academy of Medical Sciences' Springboard: Health of the Public 2040, University of Luxembourg 'Research Project Call', Canadian Social Science and Humanities Research Council.

PhD and EdD examining: external examination at international institutions includes: Australian Catholic University, RMIT, Aarhus University, Massey, British University (Dubai) and University of Aalborg; and at over 25 UK based institutions, including Institute of Education/UCL, Universities of Durham, Oxford, Wolverhampton, London, Warwick, Bristol, Canterbury Christ Church, Southampton, Manchester, Exeter, Liverpool, Glasgow, Surrey, Cardiff, and Queen's, Belfast.

Invited lectures and keynotes (at leading academic and government institutions nationally and internationally):

- **Bryan** - World Educational Research Association (WERA) keynote, EARLI / InZentIM conference, University of Duisburg-Essen, 2018;
- **Lomax** - Sociological Research Association Summer Event in London (2019) and RMIT, Melbourne (2019) as part of the Association Visual Pedagogies 4th international conference and University of Linköping (2018), Lund University, (2017), University of Girona, (2017);
- **MacDonald** has given 49 invited lectures and presentations since 2014 in the UK and internationally. Appointed to the prestigious Benjamin Meaker Visiting Professorship, School of Policy Studies, Bristol University (2018- present). Visiting Fellow within the School of Sociology and Social Policy, University of Nottingham. Was Visiting Guest Professor, Vienna University of Economics and Business (December 2015) which led to key-note in EU symposium (2018). Invited to two expert symposia, University of Bergen (2015, 2017) resulting in a major new text (2018). With colleagues at the University of Durham, **MacDonald** collaborated in an international comparative research programme giving keynote addresses at symposia in Rabat (2016) and in Rome (2018), and contributing to a special issue of Mediterranean Politics;
- **Miller** was Keynote speaker at the BERA Annual Conference, 2018;
- **Russell** was invited to conduct her HudCRES workshop at the Oxford Ethnography and Education Conference in 2018 and invited keynote 2016;
- **Simmons** delivered keynote lectures at Liverpool, (2019), TELL Network, University of Bolton, (2018) at Aalborg University, Copenhagen (2017) and CEFU Conference, Copenhagen, (2017); Senate House, University of London (2017), Erasmus Strategic Partnership for Vocational Education and Training Conference, Wood Quay, Dublin, (2017), Alumni Conference, York College, (2016) and was invited discussant at SKOPE Conference on Understanding VET in England and Germany: insights from the perspectives of policy making and governance, Department of Education, Oxford, (2016) and keynote lecture;
- **Thomas** has given invited presentations at the UK Foreign and Commonwealth Office (to representatives of EU governments), 2018; and at University of Frankfurt (Germany); 2015, University of Queensland (Australia), 2017; the Flemish Regional Parliament, 2017; University of California, Santa Barbara (US), 2018; and Aarhus University (Denmark), 2019.

Unit staff have organised major international conferences during this period:

- **Bryan**, IPDA chair, oversaw organisation of the 2020 Annual Conference with attendance from 14 countries;
- **Lomax** has been convenor for British Sociological Association Visual Sociology Study Group, Bluecoat Museum & University of Liverpool, (2019);
- **MacDonald** co-organised the 2015 Journal of Youth Studies International Conference (300 participants from over 40 countries);
- **Miller** organised the International Conference on Educational Leadership and Management, Jamaica (2015, 2017, 2019);
- **Russell** organised the Oxford Ethnography and Education Conference (with over 50% international scholars) from 2014-present and acted as Chair since 2017;
- The Journal of Vocational Education and Training (JVET) has a strong history and foundation set within the Unit and has convened 3 JVET conferences (organised by **Sanderson**) during this assessment period (2015, 2017, 2019).

### Future Strategy

Our forward strategy builds on sustaining the long-term Unit research strategy and vitality, strengths and distinctive features outlined in this submission, which will strengthen our emerging research collaborations. We will continue to build on our tradition of practitioner and end-user engaged critical educational policy analysis, as exemplified by our Impact case studies, to influence local, national and international educational and social policy agendas. This will be

done through further development of our international, inter-disciplinary research collaborations, enabled by high-quality research development infrastructure and by the international relationship-building mechanisms we have established within our Unit. This strategy of continued growth in the scale and international quality of our Unit's research will be achieved through four key approaches:

- Our highly-successful on-line research seminars developed during the Covid crisis, have proved accessible to both international partners and domestic end-users, with our March 2021 seminar 'Beyond the headlines: Children, young people and families during Covid-19' attracting over 250 participants, including international academics. These seminars are the template for our future high-profile and internationally-focused, online seminar programme;
- We will further develop our portfolio of high-quality, inter-disciplinary research collaborations, such as through 'The Social Welfare of Young Adults in England' ESRC research proposal (with University of Bristol, c. £1m, pending) and the 'Mapping the provision of NEET early interventions in England' Leverhulme Trust proposal (c. £450,000, pending);
- Our research Impact will continue to grow through responsive, high-quality applied research, with the new 'HudCRES Policy Briefs' developed in early 2021 around Preventing extremism through education and the educational impacts of the Covid-19 crisis providing a model and vehicle for enhanced Unit policy engagement, such as through Select Committee evidence submissions;
- HudCRES will further develop its distinct, constituent research groups around our existing and emerging research specialisms: PCET/VET, marginalised youth and educational access, preventing extremism and wider issues of racial inequality, and childhood and pedagogy.

Based on this research strategy, we aim to achieve further, substantial growth in the scale and international quality of our Unit's research and submission. Our REF2028 aim is to achieve a further growth of more than 50% in submitted staff where at least 65/70% of SEPD staff are submitted. We will also sustain and further develop our strategy to support more world-leading research collaborations and resulting outputs, with the expectation of a further, substantial growth in the proportion of work graded 3\* and 4\* and in the volume of our externally-funded international research collaborations.