Faculty	School	Programme title and code
Faculty of Arts and Humanities	Plymouth Institute of Education	BA in Education Studies 1985
Contact title and name	**Useful resources**	
Dr Cath Gristy Cath.gristy@plymouth.ac.uk	Person, D. & Garcia, Y. (2018) Creating Inclusive Research Practices. In New Directions for Institutional Research. pp 121-130. Wiley.	Brownell, J., Swaner, L. (2010) Five High-Impact Practices: Research on Learning Outcomes, Completion, and Quality. One of a series of publications Making Excellence Inclusive, LEAP.

Context

The BA in Education Studies is underpinned by principles of student voice, engagement in research and criticality. All the teaching staff hold research degrees and are research active. There is an expectation that research will be built into teaching by teaching being research –led, so informed by quality discipline research outputs and by teaching as research-based.

In 2015 the Programme team undertook an audit of research led, orientated, tutored and based teaching and learning on the programme. this has continued each year since. The audit helps the team to develop a shared sense of language and purpose which helped them to identify, consolidate and create new opportunities for enhancing research in their teaching offer.

Examples of research led, orientated, tutored and based teaching

- The teaching is **research led** through academic reading lists and curriculum content.
- Students participate in research-based learning through research projects which they carry out in Stages 2 and 3
- At the start of Stage 3, before they begin their final year research project, students are asked to map their own research experience in terms of knowledge, skills and activities.

Assessment of research-informed teaching

- Students do a critical review of a research article as an assessment in Stage 1.
- Assessment of research skills takes place throughout the Programme with emphasis on a small-scale research project in Stage 2 and the Stage 3 dissertation.

Benefits to staff and students

Undertaking research and linking research to self through the development of critical questioning helps students to foster identity as researchers, critical thinkers and change agents. Students can ask informed, constructive and critical questions of the world around them.

Any other information

The Association of American Colleges and Universities (AACU), Network for Academic Renewal has a useful series of work Diversity, Equity, and Inclusive Democracy.