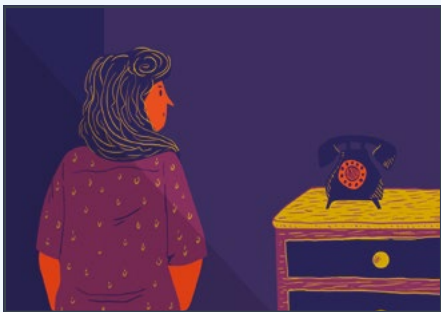


## In this issue

### Community Reporting

Contributing to the prevention of radicalisation and extremism.



### Children's Lives in Changing Places

A major new participatory action research project with young people aged 10-15, supported by the Nuffield Foundation.



### Collaborative ventures

Making creative strides, and partnerships in the 'business of education'.

### T levels

Teachers' experiences, attitudes, and expectations of new vocational qualifications.

### Youth marginalisation in rural Denmark

Is it a case of 'getting out to get on' in life?

### Huddersfield Research Portal

Find out more about University of Huddersfield staff featured in this newsletter by looking them up on [pure.hud.ac.uk](http://pure.hud.ac.uk)

### Excellent research at HudCRES!

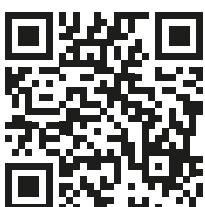
The high quality of educational research at HudCRES was recently endorsed by the results of 'REF2021'. The 'Research Excellence Framework' ([ref.ac.uk](http://ref.ac.uk)) is a process to assess the quality of research carried out by Universities in the UK.

HudCRES submitted the work of more than twice as many researchers to Unit of Assessment 23 (Education) in REF2021 compared with 2014. At the same time, we achieved a significant increase in the assessed quality of our publications, research environment and impact.

Reflecting our commitment to undertaking research that addresses educational and societal challenges, the panel recognised:

**“... a strong theme of social and educational equity ... and robust engagement with policy and its implications for social justice ...”**

Our current research, a selection of which is included in this newsletter, continues to exemplify these values.



### Reading this newsletter?

We'd love to hear from you. Who (and where) are you? Are you reading a printed copy, or the online version? How did you find out about it? Did you find it useful/interesting?

# Community Reporting: Intimate bystanders sharing information with authorities on violent extremism



*The first people to notice someone is radicalising towards support for or involvement in terrorism are often those closest to them – partners, family members or close friends known as ‘intimate bystanders’.*

Until recently, little has been known about whether intimate bystanders would report such concerns, and what the blocks and barriers are to them sharing information with authorities. A series of international research studies involving **Professor Paul Thomas** and HudCRES Visiting Professor Michele Grossman of Deakin University, Australia has provided vital evidence that is now guiding policy developments.

In the UK, ‘Community Reporting Thresholds’, also involving **Dr Shamim Miah** and **Dr Kris Christman**, was funded by the Centre for Research and Evidence on Security Threats (CREST) ([crestresearch.ac.uk/projects/reporting-violent-extremism](http://crestresearch.ac.uk/projects/reporting-violent-extremism)). The 2017 research report directly influenced the national ‘Act Early’ campaign and website ([actearly.uk](http://actearly.uk)). Led by National

Counter-Terrorism Police, ‘Act Early’ is an educational guidance resource enabling community members to understand possible signs of radicalisation. It provides tips on how to discuss this with the loved one of concern and guidance on how to share concerns with the police.

Professors Thomas and Grossman have further developed this research through replication in collaboration with researchers from the University of California in Los Angeles, USA and Ryerson University, Toronto, Canada. The first article from the USA study has been published recently in the journal ‘*Behavioral Sciences of Terrorism and Political Aggression*’ ([doi.org/10.1080/19434472.2022.2130960](https://doi.org/10.1080/19434472.2022.2130960)) and it is hoped that public educational resources similar to ‘Act Early’ will be developed in both the USA and Canada.



# Children's Lives in Changing Places (CHiLL)



New participatory action research funded (2022-24) by the Nuffield Foundation ([www.nuffieldfoundation.org/project/childrens-lives-in-changing-places](http://www.nuffieldfoundation.org/project/childrens-lives-in-changing-places)) will work with 120 young people aged 10-15 to understand their experiences and what they need to flourish.

Led by **Professor Helen Lomax** (HudCRES) and **Professor Barry Percy-Smith** and **Dr Kate Smith** (Just Futures Centre) at the University of Huddersfield, in partnership with the Open University (Dr Wendy Turner) and the University of Lincoln (Professor Anna Tarrant), the study takes place in three diverse neighbourhoods – Deighton in Huddersfield, Coffee Hall in Milton Keynes and Mablethorpe in rural Lincolnshire. Other team members are Dr Maria Alfaro, Dr Sue Bond-Taylor and Dr Debbie Humphry.

Conducted in three phases to include film-making, photography and community dialogue, the focus will be on understanding young people's experiences through their role as co-researchers and change-makers. In involving young people in all aspects of the project, the research aims to support young people's active citizenship and create new knowledge about their inclusion in research and policy-making.

The research is being conducted as part of the international **Growing up in Cities** project involving comparable research in over 14 countries. This landmark study will generate knowledge by young people and their communities, creating impact through new understandings and approaches concerning the changing significance of place on young people's lives.

Recent rapid social and economic change have transformed children's lives. Austerity policies, COVID-19 and the cost-of-living crisis are just some of the changes that are impacting young people.



## Back Chat



Findings from this recently completed research, led by **Professor Helen Lomax** and **Dr Kate Smith** and funded by the British Council, about what children identify as important for their emotional and social wellbeing after the pandemic are available at [Hud.ac/backchat](http://Hud.ac/backchat). A Zine (magazine created with children) and other creative resources are freely available to support children to articulate their perspectives in accordance with their rights.

# Collaborative Ventures



The Collaborative Ventures Fund is a scheme supported by funding allocated to the University of Huddersfield by the Higher Education Innovation Fund (HEIF). It provides small grants to enable academic staff to undertake a short project with an external organisation, with a view to developing longer-term collaborative relationships.



If you have an idea for a project or would like to investigate collaborating with an academic at HudCRES, please contact [HudCRES@hud.ac.uk](mailto:HudCRES@hud.ac.uk)

## Developing partnerships with schools in the era of Multi-Academy Trusts

New areas of work sometimes develop when least expected. Discussing each other's work during a social event, **Dr James Reid** and Ian Potter, Chief Executive of Gosport and Fareham Multi-Academy Trust (MAT) ([gfmat.org](http://gfmat.org)) recognised the need to explore partnerships between MATs and Universities.

The schools' sector in England has seen development of new public management, including the agenda for schools to become Academies and more recently part of Multi-Academy-Trusts. Trust leaders, often ex-school or Academy leaders, are now finding their way leading educational businesses.

For Ian, collaboration with the university is an opportunity to add value to his schools, extending knowledge of corporate practices within the school sector whilst being embedded in the 'business of education'.

The research, being undertaken between November 2022 and February 2023 through observations, interviews, and focus groups, will result in a case study of how teachers and the MAT make sense of their moral, ethical, and business endeavour.



## How I Wonder What You Are: Exploring the value of art in early years community encounters

Between March and May 2022, Dr Dimi Kaneva worked with Natalie Mason, Creative Lead at The Earlybird Project, to pilot and evaluate a series of creative workshops for children under the age of five and their carers.

During the workshops, held at Bury Art Museum and Sculpture Centre, children demonstrated a sense of curiosity and sustained engagement with the open-ended resources and activities. Adults were seen offering support and following children's instructions to build, make and work with the resources in different ways.

The workshops demonstrated that everyone could engage with art, even those who do not believe they are creative, artistic and inventive.

Dimi and Natalie are now developing this work in collaboration with a chain of private day nurseries in Manchester to support their creative provision and links with art settings. Read the final report of the project ([doi.org/10.5920/howiwonder](https://doi.org/10.5920/howiwonder)).

# The Earlybird Project

A child's representation of a face during the project



# T levels – experiences, attitudes, and expectations of teachers



T levels are new technical qualifications introduced in England in 2020, aimed at 16-18 year olds, and designed to offer a high-quality mainstream alternative to more academic A levels.

Each T level is equivalent to three A levels and is split broadly between 80% classroom-based learning and 20% placement experience. According to the government's website, eventually there will be twenty T levels "covering everything from agriculture to catering and engineering to science".

In July 2022, the first 1000 students completed their T levels – a very small number compared with roughly 250,000 students who take BTEC national qualifications.

## EDUCATION & TRAINING FOUNDATION

Professor Kevin Orr and Dr Rachel Terry have been commissioned by the Education and Training Foundation to continue investigating the experiences, attitudes and expectations of teachers of T level qualifications.

Summarised in the *HudCRES Policy Briefing: T levels: The Future of Technical Education?* the first phase of research, completed last year, examined how differently teachers perceived and prepared for T levels in comparison to existing vocational qualifications. The current phase follows up on the original participants.


Participants are still overwhelmingly enthusiastic about T levels. However, their positive perception is still related to T levels being elite niche qualifications for the most able and motivated students, not the universal technical qualifications that the government envisaged.

For the government, T levels have currency because they have been developed with employers to meet employers' needs. For teachers who were tasked with recruiting students, the currency of T levels is associated with access to progression routes, most frequently to university. Progression to university was not the intended primary purpose of T levels, revealing ongoing tensions in their implementation.

HudCRES researchers Kevin Orr and Rachel Terry are carrying out a study (from March to November 2021), funded by the Education and Training Foundation, to find out what teachers of T levels from colleges across England think of the qualifications in comparison to other qualifications.

**The research findings**

These findings are based on interviews with 14 teachers in 11 Further Education colleges, not all of whom had started to teach the qualifications. As these teachers are among the early adopters of T levels, they may not be representative of all T level teachers.



**Teachers' perceptions of T levels**

- Teachers see the qualifications as offering a distinctive, specialist option for students who know which career path they intend to take. This is particularly evident in Construction and Health, where teachers value the specialist routes available.
- In other subjects, such as Digital and Business, teachers are less enthusiastic, questioning how T levels will boost the students' prospects for employment or further study.
- T levels are seen to be more closely tied to industry than other qualification enabling students to tackle practical problems and to demonstrate their aptitude 'on the job'.
- The placement requirement is viewed as a strength, even where it presents a challenge.
- Teachers view T levels as more challenging than existing level 3 qualifications, not only because they include exams. This affects which students they see as being qualified for the qualifications as they need GCSE grades equivalent to those required for A levels.

**T levels: The Future of Technical Education?**


November 2021

**Why do we need T levels?**

T levels are new technical qualifications in England, designed to create a high-status vocational route for 16-18 year-olds, that can compete with A levels in providing access to university, higher apprenticeships or employment.

The government has committed significant funding to the introduction of T levels, yet T levels currently have small numbers of students. T levels have the potential to transform technical education. However, their future will depend on how their position develops in relation to established qualifications.

This policy briefing considers the background to T levels, how they are different to other educational routes and details early findings from a research project exploring teachers' perceptions of the new qualifications.



Huddersfield Centre for Research in Education and Society

POLICY BRIEFING

**Recommendations from the research**

**For policymakers:**

- Recognise the tension between raising the status of technical education and maintaining inclusive routes for all 16-18-year-olds.
- Consider how appropriate highly specialized routes are for students unsure of their desired career path at the age of 16.
- Evaluate the impact of end of course, exam-based assessment on the recruitment and retention of students.
- Address the practical implications of requiring large numbers of students to complete extended work placements.

**For T level providers:**

- Recruiting and retaining teachers able to teach the specialist elements of T levels.
- Ability and resources to develop strong relationships with employers so they understand the benefits of accepting students on placement.
- Dealing with increased competition for high-quality placements as the number of students taking T levels increase.
- Adapting to a shifting qualifications landscape in which new transitional routes for students may be necessary.

# Youth marginalisation in rural areas of Denmark



Why do some young adults choose to stay in isolated, rural areas?



What are their education, work and leisure opportunities?



Why do more young women leave, compared to young men?

These are some of the key questions for 'A Future of Staying' – a research project funded by the Independent Research Fund of Denmark.

**Professor Robert MacDonald** (HudCRES) and **Professor Shane Blackman** (Canterbury Christ Church University) are international contributors to the research, led by **Dr Jeanette Østergaard** from VIVE (the Danish Center for Social Science Research) in Copenhagen with **Dr Mette Pless** from CeFU (Center for Youth Research) at Aalborg University.

The study is using longitudinal qualitative methods to understand better the hopes, ambitions and everyday life-worlds of youth in rural Denmark. Similar to the way so-called 'Left Behind' places are talked about in the UK, policy and media discourses position 'Peripheral Denmark' as lacking resources, opportunities, and status.

The research questions binary views of rural life as lacking, with urban life as better. Participants told a more complex story – often describing feeling 'stuck' in different ways (e.g. at the rural periphery, unable to make progress in their lives, forever waiting for sparse public transport), yet at the same time appreciating the 'stillness' of rural life (and how the calm, slowness and beauty of the countryside acted as a salve for stress and anxiety).

In 2023, the research team will be guest editing a special issue of *Journal of Youth Studies*, including papers about rural youth marginalisation in Finland, Scotland, Australia, Sweden, England, Norway and Denmark.

Many young people feel they have to 'get out to get on' in life, but decisions about staying or going show comparatively more middle-class young people and more young women leaving.

**VIVE** THE DANISH CENTER FOR SOCIAL SCIENCE RESEARCH

**cefu** | Center for Ungdomsforskning



# What's coming up?



## Upcoming events

We are pleased to have welcomed many of you back to campus for the start of our programme of HudCRES research events for the academic year 2022-23. Throughout the year we provide a range of public lectures by HudCRES colleagues and visiting scholars, as well as interactive seminars and workshops. All are welcome!

Find out more about upcoming events on the HudCRES website [hud.ac.uk/research/education](http://hud.ac.uk/research/education). Check back regularly as the programme is updated throughout the year, and details are occasionally subject to change.

If you would like to be notified of upcoming events by email, please join our mailing list [hud.ac/HudCRES-subscribe](http://hud.ac/HudCRES-subscribe)

8 December

### Public Lecture: Family-centredness in healthcare

Professor Nicolette Roman, South African Research Chair (SARChI) in The Development of Human Capabilities and Social Cohesion through the Family at the University of Western Cape, South Africa, and HudCRES Visiting Professor.



Online



Campus

February 2023

### Seminar: Good practice in supporting unaccompanied young asylum seekers



Campus

May 2023

### Inaugural Professorial Lecture: Culture and Education: wars, appropriation and contemporary British values

Professor Hazel Bryan, Dean of the School of Education and Professional Development, University of Huddersfield.

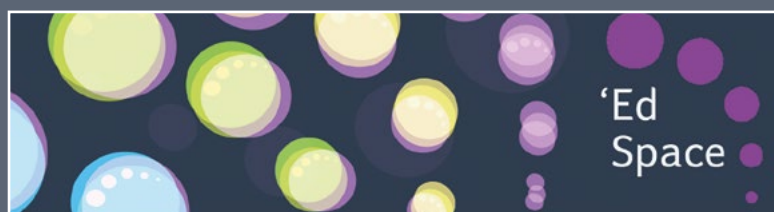


Online



Campus

## The HudCRES Blog



Reflections and recordings connected with research events can also be found on 'Ed Space – the HudCRES blog ([blogs.hud.ac.uk/hudcres](http://blogs.hud.ac.uk/hudcres)) See categories 'Events' and 'Events – watch again'.

The blog also shares updates, insights and experiences connected with educational research, research methodologies, funded research projects, academic writing and publishing. Join our mailing list to be notified of new posts as they are published.

**20 September 2022**

Ethics, Ethnography and Education, and more new books ([bit.ly/Ed-Sp162](http://bit.ly/Ed-Sp162))

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## Contact us

+44 (0)1484 478249

[HudCRES@hud.ac.uk](mailto:HudCRES@hud.ac.uk)



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