



UCL Centre for Inclusive Education 5-year strategy

2023-2028

**Department of
Psychology and Human Development**



Director



Dr. Susana Castro-Kemp, Associate Professor in Psychology and Human Development, is the Director of the UCL Centre for Inclusive Education, on a 5-year term. Susana is an expert in Education Policy for the provision of services for children with Special Educational Needs and Disabilities (SEND), in classifications of SEND, Early Childhood Education and Care, and in inclusive practices for SEND provision. She has published extensively in these areas and has obtained over £1million in research grants, many of which as the lead researcher. Her funders include the Economic and Social Research Council, the European Commission, the British Academy, the Leverhulme Trust, and the Froebel Trust.

She has provided advice and consultancy to the World Health Organization, to the Office for National Statistics, to the UK Government and to various Local Authorities, education settings and charities in England.



Deputy Director



Miriam is a Lecturer in Psychology at IOE, UCL's Faculty of Education and Society, and the Deputy Director of both the Centre for Language, Literacy and Numeracy: Research & Practice (LLNRP), and of the UCL Centre for Inclusive Education (Since 2024). She received her PhD in Educational Psychology from McGill University. Her research focuses on understanding the links between reading motivation and reading development, and on identifying inclusive teaching approaches that foster the motivation, engagement and learning of pupils with reading difficulties.



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Executive Summary

1. A UCL/IOE and PHD analysis of the UCL Centre for Inclusive Education (CIE) revealed the need to develop a new business model which enables: 1) financial sustainability; and 2) national and international recognition of CIE as a research centre enabling evidence-based knowledge exchange.
2. The previous operating model of CIE did not allow for the points above to be fully met, due to: a) CIE team was small and not all core members were active researchers; b) consequently, the knowledge exchange generated was not always based on strong evidence, with some projects clearly evidence-based, but many only evidence-informed; c) the income generated through knowledge exchange was not sufficient to enable financial sustainability (this means contributing to the department and re-investing in CIE activities with a significant surplus that is not dependent on tuition fees); d) CIE has relied on the tuition fees of two major programmes to justify its surplus, however, these programmes' contribution should be considered part of the department contributions, not CIE's. CIE's income should be obtained through activities that are generated within CIE's scope of action, not reliant on the department's taught programmes.
3. As of 2023, a new director was appointed who is a research active member of staff, and a strategy is being introduced. A new deputy director is being appointed in 2024. Together, the new director and the deputy director will ensure closer links between research and knowledge exchange.
4. CIE is growing its human resources capacity by including over 30 PHD staff as core members, who have expressed interest in being affiliated; consequently,



CIE will support the research and knowledge exchange produced by all members, in a mutually beneficial agreement.

5. CIE's new financial model is based on: 1) delivering a major yearly international conference on inclusive education, to which CIE's members will contribute to in a variety of ways; 2) expanding the knowledge exchange and CPD/short courses offered (continuous professional development), based on evidence generated from in-house research; 3) any research awards, donations and/or prizes. When financial targets have been met, a percentage of the CIE's contribution to the department through enterprise and the surplus generated through CPD and donations will be re-invested to enhance research capacity.
6. CIE will be committed to supporting the dissemination and impact of the work produced by its members and to becoming a world-leading centre of excellent research and knowledge exchange in inclusive education, broadly defined.
7. In addition to the financial sustainability of the centre, the operations plan presented here includes details on our new governance strategy, a new communications and marketing strategy, the development of early career researchers (ECRs) and a CIE PhD student community, support for active bidding, research webinars and stakeholder events.
8. The operations plan will be systematically quality-assured to ensure the timely achievement of our Key Performance Indicators across our four priority areas: Research, Knowledge Exchange, Financial Sustainability and Public Engagement.
9. The strategy reflects CIE's new vision and values.



Background

The UCL Centre for Inclusive Education (CIE) is known as a knowledge exchange centre working closely with schools, local authorities, practitioners, and policymakers to promote inclusive practice and pedagogy through capacity building of actors and agencies in formal education settings. In September 2023 CIE saw a change in leadership and a new Director was appointed. Recognising the need to develop our knowledge exchange activities with more explicit links to research produced in-house, a new strategic direction for a rebranded centre is being proposed.

This plan outlines CIE's new business, operational and financial strategy, with activities that stand firmly on the principle of evidence-based practice when providing education services *for* and *with* children, young people and adults who may have special educational needs and disabilities (SEND) or who may be vulnerable due to socio-demographic and/or socio-political circumstances. With new people, a new mission and objectives, and new strategic priorities and implementation processes, CIE is positioning itself as a world class international research centre on inclusive education for children and young people, delivering outstanding evidence-based knowledge exchange to a wide range of stakeholders and agencies.



Mission, Values and Vision

Our mission is to uphold inclusion for children and young people, in all spheres of life. This notion of inclusion is broadly defined, in alignment with international contemporary definitions¹.

Our research position is on psychological theories and concepts applied to education contexts and those that matter for healthy child development.

Our values are:

- Rigorous, reproduceable, and respectful research.
- Social justice.
- Impactful partnerships.

Our vision is to be a hub for world leading research and knowledge exchange which will help further our understanding of inclusive education for children and young people, with impact on theory, policy and practice.

¹ Inclusive Education is defined as every child having the right to access quality education and learning (UNICEF). This includes children who may have a recognised special educational need or disability, but not only. We refer to *all* children, with particular emphasis on those who may struggle to access and engage in learning opportunities, including because of social vulnerability. This is reflected in CIE's expanding research and knowledge portfolio.



5-year strategic priorities and goals

1. Priorities

Our priorities have been identified in alignment with strategic plans presented for the same period by the United Kingdom Research and Innovation (UKRI), Horizon Europe, University College London (UCL) and the Institute of Education (IOE).

Priority 1 – A world-leading research portfolio:

CIE has established itself over the years as a knowledge exchange centre working closely with schools, local authorities, policymakers and practitioners. However, much of the work developed includes evidence-informed consultancy, rather than explicit evidence-based knowledge exchange, deriving from research produced in-house by members of the Department of Psychology and Human Development (PHD), who are leaders in the field. CIE is repositioning itself as a centre where research comes first, conducted by outstanding people and leading to observable impact, alongside a growing knowledge exchange portfolio.

Priority 2 – Evidence-based knowledge exchange:

CIE has a reputation for delivering knowledge exchange through continuous professional development (CPD) and short courses. Over the past two years, CIE has considerably expanded its offer of CPD and short courses. We will continue to build on this offer, providing high-quality courses, much more aligned with our research portfolio and consequently more evidence-based, in a variety of formats and targeting various stakeholders. This priority will be key to our financial model.

Priority 3 – Public engagement:



As we develop our research portfolio and enhance our impact, we will follow our outreach and dissemination plan to develop productive public engagement. This will include liaising with current local and international partners and collaborators through regular communication, outreach to potential new partners, active engagement in policy briefings, hosting networking and dissemination events, and enhancing the nature of our social media presence and impact, in alignment with the department's wider marketing strategy.

Priority 4 – Financial sustainability:

CIE has historically framed its financial sustainability model on activities that do not stem from its main purpose of existence, namely tuition fees from two major taught programmes. Tuition fees should be integral to the financial sustainability of the department (PHD) and will no longer be regarded as CIE income. CIE's income will stem from activities generated within the centre's scope of action. Within the strategy, CIE's financial sustainability will be ensured through CIE's direct activity, as per our operations plan, not via tuition fees. It will be a key priority to increase our end-of-year income according to a model that accounts for the centre's costs and allows for re-investment in research capacity.



2. Goals

Our short and long-term goals (Table 1) have been defined in alignment with our key priorities.

Table 1. Goals and Priorities by end of year 3 and end of year 5

By end of year 3 (2026)		By end of year 5 (2028)
Priority 1 Research	- Develop an ongoing portfolio of funded research projects. - Host a network of doctoral students associated with the centre. - Ongoing research seminars and meetings with increasing attendance. - Ongoing cross-centre and cross-department research initiatives contributing to an enhanced research culture.	- Ongoing funded projects which are cross-centre and/or cross-department run. - Observable impact derived from funded research. - Enhanced knowledge exchange initiatives which are tightly linked to research produced by the centre.
By end of year 3 (2026)		By end of year 5 (2028)
Priority 2 Knowledge Exchange	- Expanded offer of new online courses and CPD offer, explicitly linked to research conducted in-house.	- Our CPD offer enables financial sustainability for the centre. - Impact case study development based on our



		evidence-based knowledge exchange work.
Priority 3 Public Engagement	- A varied portfolio of regular and ongoing public engagement initiatives including: ▪ Internal and external termly newsletters. ▪ Yearly international conference on Inclusive Education. ▪ Clear social media presence. Established links with policy.	- Quantitative and qualitative evidence of growing public engagement from year 3.
Priority 4 Finance	- Secure enough income to cover administrative and subcontractor costs. - Reduce subcontractor costs by 50%.	- Secure enough income to cover administrative and subcontractor costs and to re-invest in research activities run by the centre, while still contributing to the departmental budget.



Enabling elements

Our financial model and our people are key enabling elements for targeting our key priorities.

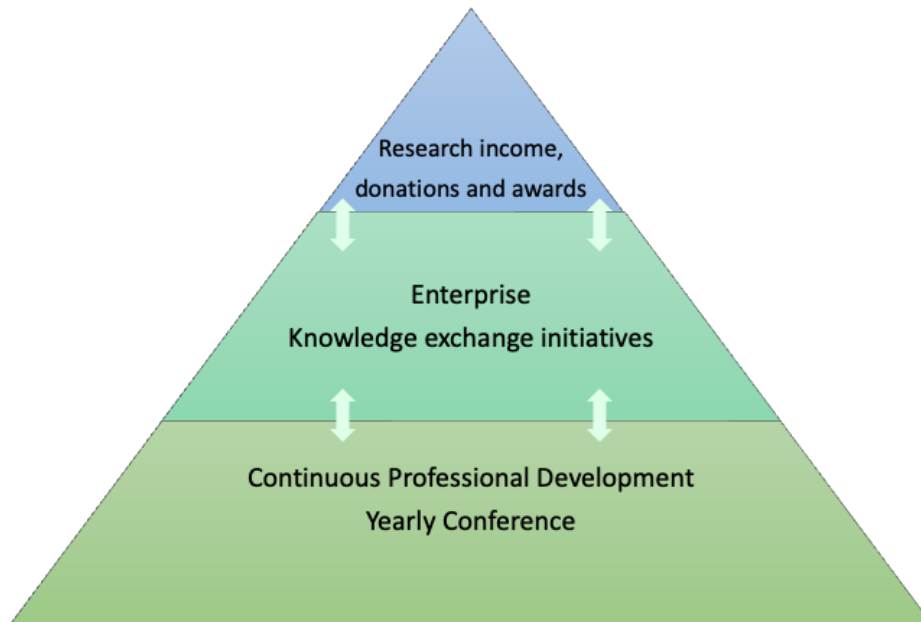
1. Financial model

Figure 1 shows CIE's financial model. Previously, most of CIE's income was derived from tuition fees from students enrolled in two taught programmes (contribution of c.£300,000 in 2022/2023). However, this contribution does not reflect CIE activity. The new financial model is based on the principle that CIE should fund itself from activities and initiatives developed by CIE members, targeting CIE's goals and priorities while still contributing to the department's wider strategy.

CIE's main sources of income will be, first, our CPD/short courses portfolio and a yearly conference. Second, in the contribution model is enterprise and consultancy. Third, research income, donations, and awards. Once financial targets are met (costs covered and there is a surplus), an initial, agreed proportion of 5% of the surplus generated through enterprise will be re-invested in CIE's research capacity, in addition to surplus deriving from CPD/courses and conferences (for example, to secure paid research assistance or research/knowledge exchange events).



Figure 1. CIE's financial sustainability model



The 2022/23 CIE's balance sheet from CPD and short courses shows an income of c.£ 29,449 (see Table 3) to date. CIE's costs include a full-time administrator at UCL grade 6 and sub-contracted staff expenses of c.£37,500/year. Our new financial model will allow CIE to increase substantially its end-of-year balance, cover the costs of admin and sub-contracted staff and still deliver a surplus that will contribute to the department's income and to re-invest in CIE's research capacity, without considering tuition fees.

As we move towards a business model where sustainability stems from ongoing Research and Knowledge Exchange by CIE's core and affiliated members, subcontractor expenses should decrease by c.50% - this will be achieved by investing significantly more in short courses and CPD that can be delivered by our members and ECRs, rather than external providers. A conservative estimation of revenue from a yearly international conference, based on previous CIE experience, results in a predicted surplus of £44,725 by year 3 (see Table 2). This is a conservative estimate, considering that this will be a new conference, entirely run and managed by CIE. In the past CIE has partnered with NASEN (National Association of Special Educational



Needs) to host NASEN's ISEC – Inclusive and Supportive Education Conference, which run every 5 years. This conference was not targeting international academic researchers only, but also practitioners and other stakeholders, and it was too spaced in time to allow for continuous engagement of early career researchers. In the current strategy, CIE is proposing a yearly conference that targets academic research only. A new model of partnership with NASEN is being pursued, where NASEN hosts a seminar within CIE's conference, with the view to promote their academic journals linked to Wiley (John Wiley & Sons, Inc.). CIE's Director Susana Castro-Kemp is Associate Editor for JORSEN (Journal of Research in Special Educational Needs), which strengthens CIE's links to NASEN, to Wiley, and contributes to attracting an international audience of academics in the field. NASEN continues to be seen as a key partner in CIE's business model. Given this will be a new approach to hosting an international conference, albeit capitalising on CIE's experience, our estimates are conservative and achievable. A more optimistic surplus can be obtained if sponsors are found to cover some of the predicted expenditure. With delegate numbers rising year on year to 350, we predict that by the end of year 5, we will have a surplus of £62,225 from the International Conference (based on conservative estimates).

Table 3 provides a conservative estimate of CIE's surplus at the end of year 3 and end of year 5, based on growth from previous years. We predict a rise in CPD generated income to c.£35,000 by year 3, considering current demand and courses currently under development, which will expand our offer substantially and be at least maintained through to year 5. Together with conservative estimates for conference revenue, we predict an end of year balance by year 3 of £81,085 and by year 5 of £98,585, before admin costs (£43,337 by year 3 and £61,037 by year 5, after costs). This balance will be re-invested in research initiatives, including the employment of early career research assistants to support ongoing projects and marketing/dissemination, staff professional development and public engagement.



Table 2. Conservative estimation of conference surplus

Projected Conference Income			
Conference Fees (3 days)	Fee	Projected Delegate Numbers	Total
Early Bird Rate	£350	50	£17,500
Standard Rate	£450	200	£90,000
Sub-total			£107,500
Projected number of exhibitors			
Exhibitor fee	£1,500	5	£7,500
Total projected income			£115,000
Conference Expenditure			
Operations	Fee per Delegate	Number of Delegates	Total
Keynote speaker expenses			£5,850
Tea/Coffee	£38.70	250	£9,675
Lunches	£31.50	250	£7,875
Water			£2,000
Programme			£5,500
Marketing			£5,000
Conference Bags	£1.50	250	£375
Closing Ceremony			£4,000
Proceedings / published papers			£15,000
Staffing during event			£15,000
Sub-total			£70,275
Surplus			£44,725



Table 3. End of year balance estimates

Activities	2022-2023	year 3 (2025-2026)	year 5 (2027-2028)	Notes
Income				
Continuous Professional Development	£29,449	£35,000	£35,000	Assumes revenue from courses currently under development.
5% of contribution to the department from consultancy	£27,149 consultancy contribution	£1,360 (assuming maintained contribution)	£1,360 (assuming maintained contribution)	Assumes surplus is maintained when increasing income and reducing sub-contracted staff costs.
Conference (after expenditure)		£44,725	£62,225	Assumes table 2 conservative estimates.
Total Revenue (before admin costs)	£56,597.46	£81,085	£98,585	This will cover the cost of a full-time administrator at grade 6 to support with operations plan.
End of year surplus (after costs)	£19,049.46	£43,337	£61,037	Assuming admin staff at UCL grade 6.



2. People

In the past, CIE membership has been restricted to staff who directly conducted CPD activities on behalf of CIE. In alignment with our business model which underlines the role of research in informing our knowledge exchange activities, CIE membership is open to all PHD members of staff who are researchers in fields related to Inclusive Education, and who, therefore, can benefit from CIE's knowledge exchange network and equally contribute with their expertise to the development of our research portfolio, a community of PhD students and knowledge exchange activities. This is a mutually beneficial agreement, where CIE supports researchers with disseminating their work (e.g. through CIE's newsletter, funded networking events, access to the mailing list, etc.) and researchers contribute to enhancing CIE's brand and portfolio.

A scoping survey was conducted in September 2023 resulted in over 30 PHD members of staff expressing interest in collaborating with CIE – these members of staff are considered affiliated members. Our members are experts in inclusive education practice and pedagogy, education policy, education in deprived contexts, including the Global South, cross-cultural issues in education, educational technology, specific types of disability and special educational needs such autism, physical and sensory needs, developmental language disorder, dyslexia, socio-emotional and mental health needs, but also in international policy, cognition and neuroscience, neurolinguistics, bilingualism, early years education, reading and oracy issues. This reflects the broad understanding and scope for work in inclusive education that is integral to CIE's vision.

CIE will offer its members solid dissemination channels to promote their work through its national and international networks which will be strengthened by the implementation of this business model. It will connect members with relevant stakeholder organisations and involve as many members as possible in a range of varied research and enterprise bids. Members are expected to engage with CIE's research and knowledge exchange activities, propose new initiatives, attend termly meetings, promote CIE's activities and public engagement, supervise PhD students,



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and support them in integrating into CIE's PhD community. As part of our operations plan, there will be opportunities for our members to play a key role on certain aspects of CIEs work:

- Quality assurance for accessibility;
- Social media content and public engagement;
- Communications plan;
- Strengthening and supporting our PhD community;
- Identifying funding opportunities and research networks;
- Promote stakeholder events;
- Promote research-driven events.



Implementation plan

Our strategy will be monitored regularly with quality assurance procedures embedded in our implementation plan, namely through our Governance and timeline audits. The strategy will also be monitored formally every year through the assessment of specific Key Performance Indicators (KPIs).

Our 5-key performance indicators are aligned with our strategic priorities, goals and operations plan and are presented in Table 2. Our yearly and termly audits will record progress towards these indicators.

Table 4. 5-year Key Performance Indicators (KPIs) against CIE's strategic priorities.

Key Performance Indicators	Measure	Strategic Priorities
1. Increased portfolio of successful small and at least two large research bids by CIE members (totaling >£200,000 by year 5).	a) Year on year financial analysis and report on research bids.	Research
2. Development and a community of resident CIE PhD students and early career researchers - ECRs (at least 3 ongoing ECRs annually, by year 5).	a) Number of completed and ongoing PhDs and ECRs posts associated to CIE annually.	Research
3. Successful delivery of a yearly international	a) Year on year report on number of delegates	Research, Knowledge



conference on Inclusive Education meeting our financial estimates (table 2).	and presentations (online and face to face), geographical representation. b) Number of social media mentions and interactions. c) Participant survey.	Exchange, Public Engagement and Finance.
4. Successful attendance of our free online research seminars and talks of at least an average of 50 delegates, with international representation.	a) Year on year report and analysis including number of participants and registrations. b) Participant survey.	Research and Public Engagement.
5. Enhanced portfolio of continuous professional development and short courses meeting our financial estimates (table 3).	a) Financial targets have been met. b) The wide-ranging course offer covers and reflects the expertise of our members. c) Number of course registrations and downloads has increased year on year and has international representation.	Knowledge Exchange.
6. Enhanced social media presence and public engagement profile.	a) Number of interactions on social media platforms	Public Engagement.



	significantly increased year on year. b)Number of policy and media engagement initiatives has increased year on year.	
7. Successfully achieve estimated end of year balance (table 3) by year 3 and year 5.	a)End of year financial analysis and report.	Finance.

1. Governance

As part of our quality assurance procedures, an Advisory Board group will be formed whose main objectives will be:

- 1) To provide advice and direction on specific aspects of the implementation plan.
- 2) To provide direction, advice and support when reaching out to specific stakeholder groups for research, knowledge exchange and/or public engagement.
- 3) To support the Director in decision-making against this strategic plan, and timeline audits.

The Advisory Board will include people who represent the following stakeholder groups: education practitioners, academics, young people with special educational needs and/or disabilities, policymakers and families. The group will be demographically diverse and share CIE's vision of inclusive education.

The Advisory Board will convene with CIE's Director, Deputy Director and core team termly for a general meeting to discuss CIE's annual report against KPIs and



timeline audit. Some elements of the Advisory Board may convene with the Director and/or Deputy upon necessity for advice and direction on specific initiatives. The Advisory Board will be invited to all public dissemination activities and will be named in CIE's website.

2. Active Bidding

CIE members actively bid for research funding and CIE supports this activity by maintaining an up-to-date dossier of upcoming national and international funding opportunities aligned with our strategic priorities, which is reviewed weekly. This will include the largest and most widely regarded research funders (e.g. UKRI, Nuffield Foundation, British Academy, Education Endowment Foundation, European Research Council, National Institute for Health Research, among others), but also local funding which is practice and professional development oriented. Key CIE people will lead on this initiative.

Key CIE people will be accountable for maintaining and updating this list, as well as signposting funding opportunities to CIE members.

CIE will support its members in applying for funded projects by enabling professional networks of potential participants, advisors, or stakeholders. CIE will also fund and host networking events, where appropriate to disseminate specific projects.

3. Yearly conference and awards

CIE has previously collaborated with NASEN to deliver ISEC (Inclusive and Supportive Education Conference), the latest edition of which was in 2021, with CIE contributing directly to its organisation. ISEC run every 5 years and traditionally targeted academics and practitioners. A CIE analysis of this experience has underlined that: 1) for stronger research impact of an international conference, frequency is key; ECRs and PhD students are those who benefit most from international conferences but within 5 years they complete their studies and become



independent researchers, not benefiting from the continuity that engagement in a more frequent conference could provide. Equally, a 5-year period does not offer sufficient continuity to strengthen a brand and engage researchers in meaningful and impactful dissemination and networking activities; 2) To meet the public engagement priority, hosting its own conference would be key for CIE's brand.

There are other international conferences worldwide targeting aspects of inclusive education. Frank Porter Graham Institute (FPG), in North Carolina, hosts the Early Childhood Inclusion Institute every year. The World Congress of Special Needs Education happens every year and focuses on the education of children with disabilities. The Council for Exceptional Children (CEC) runs the Annual Convention and Expo in the United States of America (USA) – this has a range of inclusive education policy talks and initiatives, but often tailored to the USA context. Several other generalist yearly conferences have inclusive education as a specialist sub-topic (e.g. EARLI, International School Psychology Association conference, European Education Conference and American Education Conference). Consequently, given that there is no similar initiative in Europe, there is a gap in the market for an international high-quality yearly conference on Inclusive Education which focuses on the dissemination of excellent research. A partnership with NASEN is seen as key, where CIE owns the conference brand and NASEN contributes via strategic engagement with practitioners and the publishing sector (refer to financial model section).

CIE's Inclusive Education conference aims to be the largest specialised Inclusive Education conference in Europe, bringing CIE's brand to the forefront as the centre for research, study, and training in all areas of inclusive education, and to promote its members' outstanding work more globally.

A CIE working group will lead the planning and organisation of this conference each year. A timeline and implementation plan will be developed outlining tasks



against people and key dates for successful delivery. This will include capitalising on the extensive international connections of CIE members to ensure timely dissemination of calls for proposals and registration.

We will be actively looking for sponsors to deliver CIE annual awards.

The first conference will be held in 2025.

4. Research Webinars

Once per academic term, CIE members will host free online research talks, targeting academics, early career researchers and students. These are research-focused talks, that will support the dissemination of the research developed within CIE, to promote our research profile amongst fellow researchers nationally and internationally, but also to attract students and ECRs. These talks will have a webinar format.

The first Research webinar will be held in the Spring 2024. Where the presentations refer to work across centres or departments, these will be joint events.

5. Practitioner oriented events

In 2023 CIE initiated a series of monthly Twilight Talks in partnership with NASEN, directed towards practitioners and the public. We aim to continue building on this partnership and strengthening the participant cohort.

These talks aim to disseminate CIE's research capacity amongst our stakeholders (Key Priority 1), fostering public engagement (Key Priority 3) and attracting interest in our knowledge exchange activities and department-wide study offer (Key Priorities 2 and 4). These are interactive online sessions with a workshop format, where participants are expected to actively engage with the work that CIE develops and co-produce new ideas for research and knowledge exchange.



In addition to NASEN, CIE will actively seek additional partnerships with professional organisations which may contribute to strengthening our professional links.

CIE will continue to invest on Professional Learning Network events – topic focused meetings directed to practitioners, providing information on translational research within an area of interest.

Core CIE people will lead on this offer.

6. Consultancy

CIE will continue to invest heavily on consultancy initiatives through our partners at UCLC (enterprise) and through IOE enterprise, in response to the needs of stakeholders, including work for Local Authorities and education charities, but also on an advisory capacity to businesses and the private and public sectors. The increased human capacity (including senior members as well as ECRs) will enable a more effective response to requests received by our stakeholders, and less reliance on sub-contracted staff. We will also actively outreach for these partnerships in alignment with our public engagement priority. These consultancy activities will also reflect closer links to the research conducted by CIE members. For example, CIE Director, Susana Castro-Kemp, is currently working with the UK Government (Open Innovation Team) in the scope of their Delivering Better Value Initiative to improve the work on Local Authorities in delivering higher quality statutory provision, based on her research around the implementation of the International Classification of Functioning, Disability and Health (ICF). This work has the potential to be translated into an impact case study for REF 2029.



7. Newsletter

A termly digital newsletter is developed by the core CIE team. The newsletter's aims are to disseminate past and future events, showcasing CIE's initiatives across research, knowledge exchange and public engagement. The newsletter will be distributed amongst CIE's national and international professional network and at the department level. An updated international network of contacts is being developed which includes contacts and partnerships fostered by all of CIE's members. The reach of this newsletter will become much wider and international, compared with previous communications from CIE to stakeholders, which focused mostly on a limited mailing list of CPD users.

8. Online courses and CPD

CIE offers a range of online short courses for continuous professional development of practitioners working in inclusive education, nationally and internationally. Our goal is to continue to expand this offer, developing a range of courses that reflect the members' expertise and provide cutting-edge evidence-based strategies for education practice. Currently, CIE's online offer includes the Developing Quality Inclusive Practice (DQIP) – short interactive courses about 1 hour long - and the Expanding Quality Inclusive Practice (EQIP) courses, which provide in-depth knowledge and resources in specific domains. We will enhance our DQIP offer making it substantially more aligned with our mission and vision, and to our broad understanding of inclusive education whilst mirroring the expertise of our members. Currently this offer includes a mix of diagnosis-based and pedagogy-based courses. As we expand, we will provide more intuitive clusters of courses reflecting our world leading research, where prospective buyers can purchase a whole cluster or develop their own 'menu' by picking specific courses across clusters.



9. Doctoral student and Early Career Researcher (ECR) network

A CIE working group will be set up, led by CIE's Director, who will develop an Early Career Research and Postgraduate student network. These ECRs will be integral to CIE and its initiatives, namely by:

- a) contributing to research webinars and professional workshops,
- b) developing new and cutting-edge short courses to enhance our knowledge exchange offer,
- c) supporting with the organisation, planning and delivery of our yearly conference,
- d) supporting other ongoing research and proposing new research.

All ECRs under the supervision of CIE members will be invited to be members of CIE.

CIE will actively seek to strengthen cross-centre partnerships by involving ECRs that are also members of other research centres. Some of the ongoing and new research initiatives involving CIE members have crossovers with The Centre for Research in Autism and Education (CRAE), the Centre for Language, Literacy and Numeracy: Research & Practice (LLNR&P), the Centre for Educational Neuroscience (CEN), the Global Disability Innovation Hub, the Centre for Education and International Development, and the Faculty of Law, to name a few. ECRs working across these centres will contribute to expand interdisciplinary synergies, and consequently our research culture, in alignment with the IOE strategic plan and the wider REF.

CIE will encourage the development of early career specific development groups, such as reading groups, research cafes, etc., where ECRs can share their own development and practice within a community of like-minded individuals at the same stage of career development.



10. Website

A new website will be developed which will align with our business plan and will be a key tool to showcase our strategy, our research, our people, our knowledge exchange, and hosting our research talks, newsletters and providing a blog. This will be accessed through the IOE main website and linked to the Psychology and Human Development site. The website will provide links to CIE's social media accounts and align with the department and faculty-wide marketing strategies. Our Advisory Board will be acknowledged on the website.

11. Core team and whole centre meetings, timeline, and implementation audits

The Core CIE team will meet weekly for project monitoring purposes of knowledge exchange, public engagement, and research projects. They will also meet at least once a year with the Advisory Board to discuss strategy and timeline audits against our KPIs. Separate termly meetings will be held with CIE core team and all CIE members to update on funded research, new knowledge exchange initiatives, events, early career researchers and any other news. Termly meetings will also be held with the advisory group. CIE's Director will meet with members of the advisory group upon necessity, based on ongoing projects.

Yearly Implementation audits will be developed and regularly checked by the core team against KPIs, short-term and long-term goals, in both our weekly project monitoring meetings and in the termly meetings.



Competitive analysis and advantage

Within the United Kingdom, few centres have a focus on inclusive education. Where they exist, they are either very narrowly focused, considering CIE's mission and understanding of inclusive education, or they lack a strong knowledge exchange element, which is probably enhanced within CIE by the centrality of London and UCL's own brand. Through redirecting CIE's focus to have research as the number one priority, and through developing knowledge exchange initiatives that are evidence-based, in alignment with wider UCL research priorities, CIE will position itself in clear advantage in relation to all other centres for attracting research funding opportunities. Moreover, CIE is based at the Psychology and Human Development department of the UCL Institute of Education, the only department in the country that combines Psychology and Education. CIE uniquely promotes the link between the two with a focus on inclusion. While many UK Universities have departments with teaching activities concerning special and inclusive education as well as international development and education, most of these departments do not host a specialist research centre. Lastly, none of the extant centres provides a yearly international conference on inclusive education. Positioning CIE as the only centre in the UK (and Europe) enabling an academic event of such scale would promote cross-university collaborations, turning competitors into potential partners.

Internationally, CIE's position in central London enables immediate advantage. The potential to bridge research partnerships between similar centres in Europe, in the Americas, Middle East and Africa, for example, is significant. This is strengthened by the Psychology and Human Development's multicultural ethos, reflected in CIE's diverse team. This predicament is unique worldwide, and a clear advantage for further development.



Timeline

The following Gantt chart (table 5) provides an overview of the expected timeframe for the start of the implementation of the academic activities proposed in this strategic plan, over the next three years, with maintenance through to 5 years. Specific charts will be developed for each task and monitored weekly by the core team.

Table 5. Timeline for implementation

	Spring 24	Summer 24	Autumn 24	Spring 25	Summer 25	Autumn 25	Spring 26	Summer 26	2026-2027	2027-2028
Set up Advisory Board and hold meetings										
Ongoing Research bids and awarded grants										
Website set up and release										
Conference prep										
First conference										
Second conference										
Third conference										
Fourth conference										
Development of two extra DQIP courses										
Development of two EQIP courses										
Research awards agreed with partner charities										
Research webinars (planning and termly delivery)										
ECR/PhD student research meetings										
Practitioner events/twilight talks										



Opportunity and resource scrutiny

In the current year 2023/2024, the following has been achieved (as of December):

- We have tripled CIE's human resources capacity, which now has over 30 members of PHD contributing to CIE.
- We have established a small but growing community of PhD students and ECRs who are supervised by CIE's team members.
- We have engaged with education stakeholders and identified priorities for CPD, with additional short courses under development.
- We have secured new consultancy contracts.
- We hosted two networking events for Nuffield-funded research with c.200 participants from the education and policy sectors.
- We have ongoing research talks and we are monitoring impact and engagement in those.

To implement the current strategic plan effectively and continue to enhance our provision, key resources are needed:

- A .4 FTE is needed for the Director role, split into: .2 FTE for centre management and monitoring of strategy delivery, including research and CPD enhancement strategy; .2 FTE for yearly conference planning and organisation; and .2FTE for the line-management, public engagement, and other administrative duties.
 - An individualised website (with an exclusive domain) to host our resources and webinars/talks.
 - 15 hours per year of workload allocation to be split amongst 3 PHD rotating staff members who will support with conference organisation each year.

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