



Example Nomination 2

Please find below a previous nomination from one of our prize finalists, provided as an example to illustrate what a strong nomination looks like. Due to the nature of the content, it is not possible to fully anonymise the submission; however, all personal details have been removed, and the nominee has given permission for their form to be shared. For confidentiality reasons, Section 2 (the Head of Department statement) has been omitted. Please note that the questions on the nomination form may have changed since this submission was originally made.

Godfrey and Sue Hall Doctoral Researcher Prize XXXX nomination form

Section 1 – to be completed by the researcher

Please submit this nomination form to your Head of Department, or Head of Division in the School of Management, by **XXX**.

Your Head of Department, or delegated departmental contact, will be asked to shortlist the nominations received to a maximum of two per department to put forward to the Prize Committee. They will complete the supporting statement in Section 2 for each shortlisted candidate. You will be notified if your application has made it through to the Committee shortlist.

Researcher details

Please type in the space after each question.

Full name:

Department/School:

University email address or username:

Date first registered for research degree at the University of Bath:

Degree currently registered for:

Title of research project

Please type in the space, below.

The voices of home educated adolescents: a participatory research study exploring their home education experiences

Description of research project

Please give details of your research work in terms which can be understood by a non-specialist reader.

The Committee will assess this section of your nomination based on the following criteria (please see the nomination guidelines on pages 1-2 for more detail):

- Clarity and strength of the case
- Wider significance of the research
- Original contribution to the research

Please type in the space below and limit your response strictly to 500 words.

My doctoral research is a participatory study exploring how home educated adolescents perceive their educational outcomes and social development. Unlike traditional studies that separate these aspects, my research demonstrates that home educators see them as inherently connected. This challenges conventional education curricula, where social development is often secondary to academic achievement.

What makes my research unique is its participatory nature—young people are not just subjects but active contributors. They use creative methods such as vlogs, blogs, and visual boards to document their experiences, ensuring an authentic and rich dataset. Their insights challenge rigid definitions of learning, showing how education extends beyond formal settings to hobbies, sports, and digital platforms. For example, one participant learning about ancient Egypt found a video game to continue learning about it, while another passionate about the environment pursued a GCSE in environmental sciences. These examples highlight how learning flows between formal and informal environments. Through Interpretative Phenomenological Analysis (IPA), I identified three key theoretical contributions. First, my findings align with John Dewey's concept of "Learning as a Process of Living," as participants integrate learning into daily life. Second, Self-Determination Theory highlights how autonomy in content and learning methods fosters motivation and confidence. Third, Multiple Intelligence Theory reveals that young people recognize their strengths and weaknesses, shaping their learning approaches accordingly. These insights provide a fresh perspective on how education should be understood and supported.

Methodologically, the combination of participatory research and IPA ensures both authenticity and analytical depth. This approach strengthens the study's rigor while amplifying young people's voices in academic and policy discussions. This is particularly relevant in light of the controversial Children and Schools Wellbeing Bill (CSWB), which seeks to increase regulation of home education. Home educators argue that the bill fails to reflect their lived experiences, reinforcing a school-centric model that does not account for diverse educational pathways. My research provides critical evidence that home-educated students engage in learning differently to schooling; in holistic, self-directed learning, challenging misconceptions of educational inferiority.

As a result of my work, I have been invited as a consultant on BBC Radio, Newsnight, and other media outlets to discuss home educators' opposition to the CSWB. Additionally, I am advising a committee member in the Department for Education on the CSWB, providing key insights that contribute to ongoing policy discussions.

With home education on the rise, my research is significant both academically and socially. It challenges outdated perceptions and provides a nuanced understanding of how young people construct their educational journeys. My research has the potential to enhance policy makers' understanding of home education, preventing marginalization and promoting recognition of it as a

valid option. It could ensure equitable access to learning opportunities, fostering a more inclusive educational landscape. By informing policy, fostering public debate through the Children Research Centre, and shaping educational discourse, my work strengthens the university's reputation as a leader in impactful, socially responsive research.

Details of publications and academic contributions

Please use [Harvard referencing](#) format, in a numbered list, when detailing publications, as follows:

Surname, Initial. (Year of publication) 'Title of article', *Title of Journal*, volume number (issue number), page reference. [If accessed online:] Available at: URL (Accessed: date)

Please type in the space after each question.

Publications already published, relevant to this research:

1. AAAAA (2024) ...
2. BBBBB (2022)...
3. CCCCC (2023) ...

Publications already submitted, relevant to this research:

- Book chapter: DDDDD (forthcoming)...
- Submitted paper: EEEEE (2025)...
- Manuscript in preparation: FFFFF (forthcoming)...

Any other academic achievement or contribution:

For example, product/patent development, contributions to impact, awards/prizes, acquisition of further qualifications, major conference presentations

- I received the **Best Paper Award**, a study on how home educators accessed exams during COVID-19. This research was the first to expose the systemic exclusion of home-educated students from exam provisions, unlike their schooled peers who received support from local authorities and exam boards.
- I was awarded two **Doctoral Recognition Awards** for my role as an academic representative and for establishing a vital support network for PGR parents and carers.
- Additionally, I represented the **University of Bath and England** at the world's largest international home education conference as one of the **five most cited researchers** on home education in England.
- Contributed to content OU unit E320: *Contemporary research with children and young people* : Research methodologies – participatory research methods , insider vs outsider

- Contributed to course on Open Learn:
How home educators access exams: <https://www.open.edu/openlearn/education-development/how-home-educators-access-exams>

Co-workers on the project:

Please include names and departments

Wider contributions

Have you made any contributions to university life and the university's reputation alongside your research? (E.g., teaching, partnership building, work placements, contributions to research culture, representation of PGR interests)

Please provide no more than three examples and limit your response strictly to 100 words in total.

As a GTA, I taught EwP UG courses, gave guest lectures, and contributed to curriculum transformation and research projects. I established support for PGRs with caring responsibilities, especially during COVID-19. Drawing from my experience home-educating five children during my PhD, I co-led time management workshops, which evolved into a peer-support network for student parents. As founder of [RE-KnoX](#), I've fostered collaborations between Global North and South scholars, promoting decolonial research culture. With department support, I organized international conferences in Cairo and Rabat, securing British Council funding and publications with Emerald and Bloomsbury, showcasing the University's commitment to inclusive, epistemically just research.

Are there any Equality, Diversity and Inclusion considerations you would like to make the panel aware of? (Optional)

Please type in the space, below.