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| Dr. Josh Patel | | <jpatel@edge.co.uk> | |
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| Interdisciplinary higher education researcher, with expertise in qualitative research methods and the purposes of university education historically and in the present. My work explores how higher education shapes student roles and values, within frameworks of liberalism, the welfare state, and citizenship. | | | |
| **Positions and Education** | | |  |
| 2022-current | **Researcher**,Edge Foundation, London Independently and part of a small team delivers high quality qualitative research to inform policy and practice in post-16 education, promoting work-relevant skills and behaviours through a holistic education. | | |
| 2021-2022 | **Teaching Fellow,** Institute for Advanced Teaching and Learning, Warwick | | |
| 2017-2021 | **PhD in History**, and **Graduate Teaching Assistant**, Warwick ‘Imagining the role of the student in society: ideas of British higher education policy and pedagogy, 1957-1972’.  Examined by Prof. Peter Mandler (Cambridge) and Prof. Maxine Berg (Warwick). | | |
| 2013-2017 | **MA History (Global and Comparative)**, Distinction; **BA (Hons) in History**, First. | | |
| **Research Responsibilities and Experience** | | | |
| **Researcher, Edge Foundation, London (2022-present)** | | | |
| * Project management and administration: principal investigator of comparative project on ‘Tertiary Journeys: HE-FE collaboration across UK Four Nations’, independently managing timelines, research agenda, and research outputs. * Qualitative analysis: led 50+ semi-structured interviews and in-person focus groups with providers, employers, policymakers, and students. Included contributing to major study of Degree Apprenticeships with Edge’s partners from SKOPE Oxford, Huddersfield, and Bath; applied thematic analysis using Nvivo on nearly 100 interviews. Developed policy-relevant findings. * Collaboration and communication: co-authored numerous impactful reports across Edge’s research agenda. Lead on Edge’s regular Skills Shortage Bulletin in collaboration with Edge’s external partners. Managed dissemination to key stakeholders, informing briefings for MPs and Lords. * Methodologies: advised research team members on qualitative coding protocols and interview strategies, drawing on prior doctoral research experience and after undertaking SRHE training in constructivist research methodologies. | | | |
| **Teaching Fellow, Institute for Advanced Teaching and Learning, Warwick (2021–22)** | | | |
| * Co-convened interdisciplinary IATL modules on ‘Applied Imagination’ and ‘Rethinking Education’. Supervised undergraduate research. * Designed and organised large co-creation workshops for on ‘[Maskulinities](https://warwick.ac.uk/fac/cross_fac/iatl/sharingpractice/repository/marco-venturi-2022/)’ anti-sexism pilot research and intervention project: for male-identifying university community members to reflect on their conduct and develop strategies to tackle sexism and homophobia. Project between Registrar’s Report and Support team, Dean of Students’ Community Values Education Programme, and SU. | | | |
| **Selected Publications** | | |  |
| **Monograph (submitted)**  Patel, J. (forthcoming) Universities and the Purpose of Higher Education: Expansion and Development Post World War II. SRHE/Routledge. | | | |
| **Peer-reviewed articles (selected)**  Patel, J. (2023) ‘Midlands industrialists, liberal education, and the founding of the University of Warwick’, *Midlands History*. 48:2. [doi:10.1080/0047729X.2023.2217232](https://doi.org/10.1080/0047729X.2023.2217232) | | | |
| Patel, J. (2023) ‘The Puzzle of Lionel Robbins: How a Neoliberal Economist Expanded Public University Education in 1960s Britain’, *Twentieth Century British History.* 34:2 [doi:10.1093/tcbh/hwac039](https://doi.org/10.1093/tcbh/hwac039) | | | |
| **Chapters and edited collections**  Patel, J., Botcherby, P., Sleight, L., Woods, K. (2024) ‘Co-creation and the Opportunities and Challenges of the Student Archive’, in Hortelano, L., Gruden, M., Stojanovic A. (eds.), They:Live. Exploring Student Lives Through Context-based Art. tirant humanidades. | | | |
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| **Policy and professional publications (selected)**  Laczik A., et al. (2025) ‘[Degree Apprenticeships in England: what can we learn from the experiences of apprentices, employers and providers?](https://www.edge.co.uk/research/projects/research-reports/degree-apprenticeships-in-england/)’ Edge Foundation. | | | |
| Dabous, D., et al. (2024) ‘[Student Voices: What Are Students Saying About Their Experiences of T Levels?](https://www.edge.co.uk/research/projects/research-reports/student-voices-what-are-students-saying-about-their-experiences-of-t-levels/)’ Edge Foundation. | | | |
| Patel, J. (2024) ‘[General/Liberal Studies in English Further Education: The rise and fall of a radical programme to balance general and technical education, c1957–1980](https://www.edge.co.uk/research/learning-from-the-past/learning-from-the-past-papers/generalliberal-studies-in-english-further-education-the-rise-and-fall-of-a-radical-programme-to-balance-general-and-technical-education-c19571980/)’. Learning from the Past. Edge Foundation. | | | |
| Patel, J. (2023) ‘The Evolving Tertiary Space in London’, in Dixon, E. (ed.) [Talking Tertiary: How London’s Universities and Colleges are working together to support students, employers and local communities](https://londonhigher.ac.uk/resource/talking-tertiary-how-londons-universities-and-colleges-are-working-together/). London Higher. | | | |
| Laczik, A., Patel, J. (2023) ‘The evolving tertiary space in the UK: Meeting the skills needs through HE in FE’, in Carasso, H. (ed.) [UK higher education – policy, practice and debate during HEPI’s first 20 years](https://www.hepi.ac.uk/2023/07/12/uk-higher-education-policy-practice-and-debate-during-hepis-first-20-years/), HEPI Report 161. | | | |
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| **Selected Recent Conference Papers** | | | |
| May 2025 | Keynote: ‘Four Nation’s approaches to tertiary collaboration and tertiary journeys’, Understanding and supporting student transitions in Scotland, STEP, SQAA | | |
| May 2025 | Keynote: ‘Warwick and the Transformation of Liberal Education: The role of Universities from Social Democracy to Neoliberalism’, Nurturing Hope: liberal education, democracy, and designing sustainable futures, University of Warwick | | |
| December 2024 | ‘(One) model of student behaviour in liberal HE systems: British post-war expansion’, CGHE International Student Funding Network | | |
| December 2024 | ‘Degree Apprenticeships in England: Learnings from experiences of apprentices, employers, and HE providers’, UVAC National Conference 2024 | | |
| June 2024 | Understanding Graduate Experiences of Indebtedness in England and Scotland, ‘Personal experiences of graduate indebtedness’, SRHE Student Access and Experience Network | | |
| December 2023 | ‘Revisiting the Robbins Report at 60: education for citizenship versus education for consumerism?’, SRHE International Research Conference | | |
| **Awards and Scholarships** | | | |
| 2024 | Winner, Collaborative Award for Teaching Excellence, Advance HE | | |
| 2023 | Winner, Excellence in Gender Equality Award Team 2023  Awarded to the Maskulinities Project, by the Social Inclusion Group, Warwick University | | |
| 2023 | Midlands History Essay Prize 2022: Second Prize | | |
| 2022 | Highly Commended, Collaborative Warwick Award for Teaching Excellence | | |
| 2016-2021 | Full PhD studentship, Full MA scholarship and Best MA Dissertation Prize | | |
| **Additional Roles: Memberships and Teaching** | | | |
| 2024-current | Member of **Early Career Editorial Board at Higher Education Quarterly** | | |
| 2022-current | Member of the **British Academy’s Higher Education Policy Development Group** | | |
| 2021 | **Founding editor-in-chief** of experimental co-created dialogic journal, the [Journal of Postgraduate Researcher Pedagogic Practice](https://doi.org/10.31273/jppp.vol1.2021.925), with a PGR editorial board.  Part of a wider project to develop a community of practice for PGRs who teach, the Warwick PGR Teaching Community with the Academic Development Centre. Published by Warwick Press. | | |
| 2019-2022 | **Senior Graduate Teaching Assistant.** Second-year core module ‘Historiography II’ with excellent peer and student feedback on my warm, inclusive, student-led teaching. | | |
| 2020 | **Associate Fellowship, Advanced HE** | | |
| 2017-current | **Various Head Coach** roles, at University of Warwick Swimming and Water Polo, and Otter Swimming Club, London. Designed and delivered training programme for athletes up to British Olympic trials standard, whilst simultaneously building inclusive participation pathways into swimming and sport at Warwick University. Currently Chief Coach at Otter Swimming Club, coaching up to internationally competitive athletes. Trains and competes alongside coaching. | | |