

<p>Institution: Durham University</p>
<p>Unit of Assessment: UoA 25, Panel C Education</p>
<p>a. Context</p> <p>Education research at Durham University is characterised by our aim to generate world-leading impact. This has been an explicit part of our research strategy for over 10 years, as described in RAE 2008. Engaging in research-informed debate and developing creative and productive partnerships are at the heart of our mission to develop new knowledge and understanding. This informs policy and practice, and is underpinned by research of the highest quality. Ultimately, our aim is to support better educational outcomes, in the broadest sense, for learners across the range of contexts in which we work. Our impact constituency therefore spans a wide range of communities, partnerships and educational organisations. These include national and international policy makers, such as the Organisation for Economic Co-operation and Development (OECD), leading educational bodies and charities, national governments and non-governmental organizations. We also engage directly with practice across Higher and Further Education, in schools and professional education in medicine, education and management.</p>
<p>b. The unit's approach to impact during the period 2008-2013.</p> <p>We have three main approaches to impact, the first being engagement with Durham research through knowledge exchange. Second, and often building on our first approach, we develop sustainable long-term partnerships which themselves often progress into our third approach, namely co-production.</p> <p>1) Our knowledge exchange activities have had a direct impact on policy makers and practitioners by building on the dissemination of our research, such as through contributions to contemporary debates, invited presentations and research-based consultancy and advice. This extends across the breadth of our research with key highlights including:</p> <ul style="list-style-type: none"> • Byram's 1997 model of intercultural communicative competence has been adopted in recent Council of Europe documents, such as the White Paper on Intercultural Dialogue (2008); and through these, intercultural competence is embedded in language teaching in national curricula across Europe. • Tymms and Merrell's analyses of young children's progress published between 1997 and 2009 underpinned the recommendations of the OECD's Network on Early Childhood Education and Care in February 2013 by specifying for policy makers the breadth of relevant indicators for international early years' comparisons. Tymms and Coe's evidence to the Select Committee on Education and their influence through the Standards Advisory Group for Ofqual has impacted on reforms to Key Stage testing in England in 2009 and to examinations in 2012-13 [ICS2]. Tymms' research was pivotal to sections of the 2010 Cambridge Primary Review (CPR) on early years, which in turn has impacted on practice through the CPR network, with the North East branch based in the School of Education (SoE). Merrell and Tymms' research on Attention Deficit Hyperactivity Disorder (ADHD) was used in the formulation of the 2008 National Institute for Health and Clinical Excellence (NICE) guidelines for working with pupils with ADHD, the first ever use of educational research in NICE guidelines. These examples all draw on the unique longitudinal datasets created by the Centre for Evaluation and Monitoring (CEM). • The Centre for Medical Education Research's (CMER) development of the Conscientiousness Index initiated the Health Professions Council's (2010-13) and the Scottish Government's (2010-11) exploration of the measurements and meanings of professionalism. CMER's work with the Department of Health shaped their revised approach to the revalidation of doctors practising in the UK (2011). CMER's research has also impacted on selection for junior doctors through the Improved Selection for Foundation Programme for the NHS (2010-11). • Gott and Roberts' research into understanding scientific evidence (2004-6) was embedded in AQA's, (formerly the Assessment and Qualifications Alliance) 'How Science Works' examination specification (2006-12), affecting around 50,000 GCSE Science entries each year up to 2012. <p>(2) Our second approach, the development of partnerships, often builds on these productive knowledge exchange activities. Partnerships with schools, local authorities (LAs) and other organisations with educational interests are exemplified by the activities of CEM, which has worked in partnership with schools for 30 years. Now involving 20% of UK schools, and approximately one million children and young people each year, CEM's provision of accurate and reliable assessment</p>

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data to teachers informs their practice. [ICS2]. Another example is Johnson and Tymms' ESRC-funded research on 'Stuff and Substance'. Resources for a new approach to teaching secondary school students about the structure of matter based on the research were then developed in partnership with the Gatsby Science Enhancement Programme. The National Stem Centre and the National Science Learning Centre (2008-10) further promoted the distribution and use of these resources. CMER staff were involved in the introduction of revalidation for doctors as academic partners with the Department of Health Revalidation Support Team (2009-12). Wall and Higgins' work with the Campaign for Learning (CfL) is a partnership dating back over 10 years, supporting CfL's educational work and embedding research-based approaches in their work on 'Learning to Learn' with schools and families (2008-13).

3) Our third approach is the **co-production** of knowledge, often developing from earlier engagement through partnerships. An example of this approach is our partnership, from 2008, with the Sutton Trust and the creation of the Pupil Premium Toolkit in 2010-11. This led to Durham's collaboration with the Education Endowment Foundation (EEF) from 2011. The Toolkit has shaped the development of the Foundation's strategy for funding, their commissioning of rigorous evaluation and their knowledge mobilisation strategy [ICS3]. In turn, the knowledge produced by the EEF's projects will feed back into the Toolkit and support the creation and dissemination of further research evidence. Co-production of this kind increases the impact of our research and, in this instance, has explicitly influenced Government interest in, and demand for, high quality education research, as evidenced by the designation of the Toolkit, developed and maintained by a team from the SoE, CEM, and EEF, as the 'What Works' Centre for Education in March 2013. Our researchers have also developed innovative methodologies through co-production, such as Bagley's use (with Castro-Salazar) of performance drawing on Critical Race Theory to create a counter-narrative to understand undocumented Mexican-Americans' experiences of cultural and educational marginalisation (2008-11). Collaboration is integral to this process and embeds knowledge production in the research design, process and outcomes as well as generating further impact, here through the establishment of a Mexican-American college scholarship programme.

These three approaches, though distinct, are also interrelated. For example, Tymms and Merrell's Knowledge Transfer Partnership (KTP) Peer Tutoring project (2006-8) was a partnership between Durham and Dundee Universities and Fife LA. The robustness of the evidence generated from the research has then, in turn, supported EEF's funding of further research into peer-tutoring, Durham Shared Maths (2011-15), which will, in turn, produce further evidence for the Toolkit.

Strategies and support to enable impact

These approaches are facilitated by a number of departmental strategies. For example, appointments, during the REF period, of 12 new academic staff had research quality and impact potential as essential criteria for appointment. Where possible, new posts maximise existing strengths and ensure continuity of research themes and impact (such as Land with Threshold Concepts; Holmes and Savvides for intercultural competence; Gorard and Torgerson on effective evaluation). Our workload model provides time (1.5 days per week 2010-13) for research and impact, planned annually through Personal Research Plans (PRPs). New lecturing staff complete the Postgraduate Certificate in Academic Practice, which contains a research module with an explicit focus on impact. It is led by Centre for Academic Practice (CAP) based in the SoE. As another example, three new Principal Investigators have undertaken professional development since 2012 through the University's Leading Research Programme, which includes strategies to develop impact. Engagement with REF support provided by the University and Faculty in 2011-13 has involved a team of staff attending impact workshops and exchanging ideas about effective strategies and approaches. A £2k grant from the Wolfson Research Institute supported Higgins' involvement in the Government 'What Works' launch and the impact of the Pupil Premium Toolkit [ICS3]. We also target support for impact with external organisations (e.g. KTP funding). Planning for impact is explicit in our peer-review of research proposals; our recent ESRC and AHRC successes indicate this strategy is effective.

Effective communication is central to developing impact, and, as indicated above, is best achieved in partnership with other organisations. Embedding potential for impact in dissemination also supports uptake. Wall and Higgins' Pupil Views Templates can be freely photocopied; multiplication and division resources from Barmby and Bolden's Nuffield-funded work are available on CD. The SMART Centre's interactive data-visualisation websites and the resources developed for 'Stuff and Substance' are available online. A redesign of our research website in 2012-13 has

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increased the effective dissemination of research projects by increasing both traffic and inquiries about our research. This has led to the realisation of further impact opportunities, such as working with schools on using visual representations and delivering Peer Tutoring training in Thailand. So as to encourage dissemination and impact of education research both inside and outside academia, in 2010 the SoE founded the open-access Online Education Research Journal (OERJ). By mid-2013, the most read article had over 11,000 downloads. Our work to improve the quality of education research, such as developing randomised trials methodology, or new approaches, such as Qualitative Comparative Analysis, aims to enhance impact by increasing demand for more rigorous and more informative research in education.

c. Future strategy and plans to enhance impact

Durham University, the Faculty of Social Sciences and Health and the SoE share the same vision, to foster research in partnership with external organisations and individuals to develop pathways to public benefit. Our aim in Education is to undertake outstanding research with a range of partners which improves educational outcomes, and which engages with policy and practice to generate world-leading impact. So as to strengthen further the connections between excellent research and impact, our strategy is to:

- *Enhance our knowledge exchange and strategic engagement.* This will be achieved by working with the University Communications Office to identify and publicise key research findings; through further online developments to facilitate access to project information and outputs; and by increasing our social media use. These actions will also facilitate the monitoring, and the generation, of future impact, through identifying effective practice and by providing opportunities for new partnerships to develop, and thence further co-production.
- *Provide increased financial support for impact activity.* This will draw on the University Seedcorn fund for impact (£250k p.a.) and the SoE Research and Impact Development Fund (£25k p.a.). We also aim to maximise institutional support, such as by working with the Dean of Knowledge Exchange and Impact, and the two new University Impact Officers (for Policy, and for Arts and Culture), to engage with beneficiaries with potential for mutual benefit, such as impact from Wall's British Academy project with the Baltic Centre for Contemporary Art.
- *Ensure our staffing policies are effectively aligned with our impact aims.* This includes: embedding and enhancing impact and impact potential in academic appointments, promotion and for awards for exceptional contributions, to increase the incentives for pursuing impact opportunities; reviewing the effectiveness of impact plans in PRPs by the Research Committee (RC) and Management Committee in 2013-15; monitoring impact activity within the Education staff workload model to ensure recent changes are supporting our impact aims.
- *Improve impact data capture* supported by the SoE Research Office and integrated with the University's Research Information System, currently under development. This will enable identification and dissemination of effective approaches.
- *Identify and prioritise opportunities for impact* through the leadership of an impact 'champion' supported by the SoE Research Office and RC, with regular monitoring of impact activity and achievements to improve our approach. Liaison with CEM, CMER, other University research centres, and with our external partners, will be vital and so will be monitored by the RC.

d. The relationship between the unit's approach to impact and the submitted case studies

The case studies indicate the breadth and depth of the School's approach to impact. 'Threshold Concepts' is an example of effective knowledge exchange for impact on practice, pedagogy and curriculum across the HE sector with added benefit obtained from working in partnership with the Higher Education Academy. It also exemplifies continuity of impact achieved through our staffing strategy [ICS1]. CEM's impact on national standards and the reform of national testing and examinations results from strategic engagement in research-informed debate, which is underpinned by the assessment data for monitoring performance, collected in partnership with schools [ICS2]. The Pupil Premium Toolkit resulted from partnership with a key stakeholder, and engagement with the EEF has shaped their funding and evaluation strategy, which in turn generates new evidence for the Toolkit. This co-production significantly extends our impact through EEF's influence on government, Ofsted, LAs and schools [ICS3]. Our strategy for supporting impact has evolved with the development of these case studies, and this has, in turn, influenced our understanding of impact and the development of approaches from knowledge exchange, through partnerships, to co-production of new knowledge.