Institution: Liverpool John Moores University

Unit of Assessment: UoA25 Education

a. Context

This unit's research resides within the Centre for Educational Research (CERES), which acts as a focus for educational research across the university. One of its key aims is social and civic engagement and the generation of research that benefits the following groups:

Education practitioners: Teachers/teaching assistants, school managers, mentors/coaches, teacher educators, learning technologists, third sector and local authority staff;
Government agencies: Joint Information Systems Committee (JISC), National College for School Leadership (NCSL), National College for Teaching and Leadership (NCTL), Teacher Development Agency (TDA), Teaching Agency (TA) and the Department for Education (DfE);
Web users: The digital archive community (Data Documentation Initiative) and digital content providers (Economic and Social Data Service and UK Archive), semantic web developers/ programmers (World Wide Web Consortium, W3C), private (Association of Chartered Certified Accountants) and professional associations (International Association for Accounting Education).

Research impact has manifested itself in a variety of ways: a) Providing expert advice to government and contributing to the national debate on issues related to education policy and practice; b) Informing professional practice through having a beneficial effect on individuals' understanding of their role and skill development to improve the quality of service; c) Providing expert advice and support to public sector institutions, private organisations and professional bodies; d) Providing open-source software and training materials via open archives to user groups for replication and/or further development. The research underpinning impact relates to 4 themes:

Workplace and Professional Learning: This group comprises experienced and early career researchers (Forrester, Frankham, Malone, McLain, Peiser, Pope, Simmons, Stanley, Walsh). It is jointly led by Professors Brundrett and M Jones, who have conducted externally funded research projects (e.g. TERN (2008); Curriculum Innovation in Primary Schools (2010)) concerned with issues related to teachers' professional learning, school leadership, curriculum development and mentoring/coaching. Research outcomes inform the development of training and professional development materials for teachers, middle and senior managers of schools and those aspiring to a headship.

Social Inclusion and Special Educational Needs: Professor Vickerman, who conducts research on Physical Education, Sport, Special Educational Needs (SEN) and Disability and has advised national agencies, such as the Department for Education, leads this group (Blundell, Frankham, McClelland, Stanley, C Walker, S Walker). The strong links established with schools and third sector organisations have been used to facilitate social engagement and collaborative research activities concerned with issues of social inclusion and justice (e.g. evaluation of the pan-disability coaching programme in collaboration with Everton in the Community and participating schools in 2012).

Educational Technology: This group (Enriquez-Gibson, Martinez-Garcia, Tracy) was founded by Professor Carmichael, who led the ESRC funded ENSEMBLE project (2009). Following his move to a new post in 2012, Professor CR Jones continued and redeveloped the work under a wider remit, which ensured that the research on educational technology impacted and benefited a more diverse range of user groups, including accountancy education, the World Wide Web Consortium, community arts projects and schools.

Sport, Outdoor Education and Body Pedagogy: The research conducted by this group (Richards, Roberts, Stott) has been used to provide consultancy, advice and supervision to professionals in public health, sport and youth development, sport coaching, physical education, outdoor leadership and adventure therapy and environmental education. Under the leadership of Professor Bailey it actively engages with organisational and professional bodies in the field and staff membership of

numerous professional associations, which has had a beneficial impact on the quality of professional practice and its service users.

b. Approach to impact

The unit actively seeks engagement and collaboration with education practitioners locally, regionally, nationally and internationally through exploiting established partnership and network links, professional relationships, and dissemination events. Mechanisms to capture impact have been built into all practice-related and collaborative research projects and internal funding has facilitated the production and dissemination of practitioner friendly research reports and training resources. It is recognised as a component of academic activity and is celebrated in news items distributed by email and on the university home pages.

1. Partnership links and collaborative research: Members of the 'Social Inclusion and Special Educational Needs' group have exploited LJMU partnership links to engage with schools, local authorities and third sector organisations and explore potential collaborative research projects which ensure that our research has impact. The collaborative evaluation of the Everton in the Community (EiC) Pan-disability Coaching programme resulted in the development of a resource for teachers and coaches involved in the delivery of PE in 16 schools. It has brought together LJMU researchers, teacher educators, classroom practitioners and third sector staff. Continuation of impact is achieved through the current use and evaluation of the resource itself in LJMU's partnership schools by trainee teachers and school-based mentors. Impact on an international level was achieved by collaborative research conducted by the 'Workplace and Professional Learning' and 'Educational Technology' group. It consists of an EU-funded intensive mentor training course (Budapest, 2008), which formed part of the Teacher Induction: Supporting the Supporters of Novice Teachers in Europe (TISSNTE) project, and a major enhancement to Massachusetts Institute of Technology's (MIT's) Semantic Interoperability of Metadata and Information in unLike Environments (SIMILE) Exhibit Semantic Web framework.

2. Training and development programmes: Impact on the training and development of the educational workforce (classroom practitioners, mentors, CPD co-ordinators and teaching assistants) has been achieved by the 'Workplace and Professional Learning' group. Engagement with members of the user communities takes place via the LJMU training and development programmes (Advanced Educational Practice (AEP) and Pick & Mix). In its endeavour to engage with the community of practice and extend the reach of its research activities, the unit employs a two-pronged approach: a) school-based delivery of bespoke training/professional development modules; b) Annual Celebrating Partnership Conference, which provides a forum for the dissemination of research by and for education practitioners, including teachers from our 500 partnership schools. Participant feedback from classroom practitioners and coordinators of initial teacher training, induction and continuing professional development programmes provides evidence of the beneficial influence on individuals' professional learning and school development. One of our strategies employed to increase the reach of our research internationally was the coordination of the collaborative EU funded Comenius 2.1 TISSNTE project (2006-2009). It involved 31 teacher education providers and teachers from associated schools across 12 European member states.

3. Relationships with key agencies: The unit's long-standing relationship with the National College for School Leadership (NCSL) (now the National College for Teaching and Leadership) has been used to conduct research that has had a beneficial impact on teachers' professional learning and curriculum development. It was disseminated at a seminar at Templeton College, Oxford (2012) to representatives from various subject associations, representing Primary, Early Years and secondary education and informed the production of training materials for the National Professional Qualification for Headship (NPQH) programme. The research also contributed to three government reviews of the primary National Curriculum (2009, 2010, 2011) and the national debate on the future of the primary curriculum in England.

The research conducted by the group 'Sport, Outdoor Education and Body Pedagogy' was used to provide consultancy, advice and supervision to a wide range of professional bodies and

organisations (e.g. the Institute for Outdoor Learning, British Mountaineering Council, Institute for Earth Education and British Exploring Society). It thus has had a beneficial impact on the quality of professional practice in outdoor education and its service users in the following key areas: outdoor leadership, youth development, outdoor and adventure therapy and environmental education. Evidence of the unit's research impact is recorded in a variety of forms: documentary evidence (e.g. staff Personal Development and Performance Review); ongoing engagement with external agencies as a result of collaborative research projects; feedback from external participants in collaborative research and research informed professional training, including requests for resources used in Knowledge Transfer events; testimonials of individual beneficiaries; implementation of institution wide and individual innovation of practice (e.g. mentoring, coaching); use of resources resulting from the research; widening awareness and deepening understanding of professional concepts; competitive funded extension projects (Joint Information Systems Committee (JISC), Teaching Agency) applying semantic technologies to Open Educational Resources and in schools and continued downloads of open source software (e.g. AutoKitty).

Institutional support to help staff achieve impact: The unit benefits from centrally provided training on impact and resources to support all parts of the impact pathway (e.g. databases to inform business or sector selection through to funds to evaluate impact where this is unavailable from other sources). Support is given to staff to engage in exploratory contacts with potential partners. For example, travel and hosting costs for three meetings of the Educational Technology research group with BBC at Media City in Salford and at LJMU to explore the use of semantic web expertise in BBC developments. Furthermore, the University has signed up to the Manifesto for Public Engagement (National Coordinating Centre for Public Engagement) as part of the University's strategic intent to share its knowledge, resources and skills, and to listen to and learn from the audiences with which we engage. Impact also forms part of the promotion criteria for Readerships and Chairs.

c. Strategy and plans
In our endeavour to support and develop the impact of our research CERES has made a number of strategic decisions. Impact will be a key consideration, which will be applied in the conception of ideas, planning and grant bidding process, delivery of the research and subsequent evaluations. We will exploit our links and relationships with stakeholders and user communities to create opportunities for engagement with practitioners and policy makers, placing impact at the core of our research/scholarly activities setting ourselves the following objectives:
(i) To further develop relationships and collaboration with our partners in schools, local authorities, third sector and international organisations and government agencies where this helps us deliver change;
(ii) To use our partnership links and research dissemination events as a strategy to listen and respond to our stakeholders' needs;
(iii) To fully evaluate the potential for engagement and impact as a key component of all our research activities, especially through funded projects;
(iv) To develop infrastructural support for staff and students conducting impact focused research;
(v) To promote the research activities and impact of CERES through the dissemination of our research to non-academic user communities via social networks (e.g. Twitter, LinkedIn, blogs).

d. Relationship to case studies
(1) The **Mentoring** case study arises from the activities of the 'Workplace and Professional Learning' group. It highlights the importance of identifying issues that are of interest and relevance to a community of practice (e.g. teachers, teacher educators, teaching assistants, coaches) and to include them as active participants and co-researchers in the design of the research.

(2) The **Semantic Web** case study results from the 'Educational Technology' group. It makes explicit the potential power of software development and the internet as a platform for initiating and sustaining engagement with a highly diverse user community, benefiting individuals as well as public and private sector organisations.