

<p>Institution: Liverpool Hope University</p> <p>Unit of Assessment:25 [Education]</p> <p>A -Context The University has a long history of working with and promoting individuals from marginalised communities. Absorbed within this 172 year unbroken tradition of ‘doing good works’ the aim of the Faculty is to engage, through research and teaching, with a range of beneficiaries outside of the Academy. The Faculty in this Review Period has not passively observed social phenomena but has rigorously pursued its aim of the humanising of people and of society through education and educational research. Research, therefore, is defined through esteem indicators but also by its impact with partners outside the Academy. This impact is detailed in two case studies but here we also define the impact of our research, our interactions, and relationships with users, beneficiaries and audiences. Our Impact Statement is based, on how we:</p> <p>Engaged main ‘non-academic’ users outside of the academy; <i>[such as policy makers, teachers, Head teachers, early years workers, local authorities, faith based schools, Ofsted, HMI, Curriculum Authorities, The National Society and Oasis Learning Community Projects, NGO’s.]</i></p> <p>Detail the types and ranges of such work; and, <i>[for example, working with policy makers in in Christian Education and History- informing national debate around Christian educational provision, and working to ‘upskill’ the early years workforce in Liverpool.]</i></p> <p>Define the reach and significance of the unit’s research with those outside of the Academy. <i>[for example, the Faculty hosts an international hub for discussion of Christian education; provides a forum for interdisciplinary working between academics, professionals and experts in International Development projects, works with the ‘Disability’ community [DA Da fest] and develops action research projects with early years practitioners to enhance the well-being of their pupils.]</i></p> <p>b. Approach to impact: This ‘Impact Statement’ addresses five key questions:</p> <p>i) How staff interacted with beneficiaries and the results of such interactions: The Faculty’s research covers a broad spectrum of areas <i>[such as disability, inclusive education, early years education, international education, ecumenical church foundation, sociology of religion, school leadership and management and ethos and culture of educational institutions]</i> which inform our approach to impact. It was intended that information gained in this Review Period would be employed to detail impact to inform future strategy, influence funding decisions and provide a foundation for evaluation of how research develops positive impact. In this Review Period staff interacted with practitioners in Liverpool through Action Research Projects related to the Early Years Practitioner Stage- this resulted in three practitioners undertaking Education doctorates and in 2011 the delivery of a national conference for early years educators and local authorities. The National Centre for Christian Education (NCfCE) consulted on the development of Christian school leadership and management, ethos and culture for the Catholic Education Service, Oasis Community Learning and Church House. This led to two workshops <i>[Religion in Academies and the Church School of the Future Consultation]</i> and two national conferences <i>[Reimagining Christian Education and Christian Insights into Teaching and Learning]</i>. In relation to the educational, cultural, social, and economic life of Liverpool, Merseyside, and the North-West, Bolt’s attitudinal work on social encounters, cultural representation, and critical avoidance was discussed with the Liverpool organisation ‘Moving on with Life and Learning’. Bolt was credited for the underpinning theory of <i>Face</i> (Enormous Films, 2011), a film about hate crime and disability in Liverpool. The attitudinal work was also presented at an open lecture held by Liverpool Hope University and, externally, at “Unity of Diversity,” the Rights and Humanity’s Public Lecture Series 2012. Bolt also appeared on a BBC Radio 4 programme about representations of visual impairment in television advertising, which featured on <i>In Touch</i> (2012). In addition, Hodgkinson engaged in work with the Historical Association and policy makers at a national and international level (see REF case study).</p> <p>ii) How the unit enable and supported staff to achieve impact by taking account of institutional resources The institutional change <i>[see REF 5a]</i> promoted a more effective research environment which enhanced outcomes and impact to intended beneficiaries and the public in general. The Faculty sabbatical scheme has enabled staff to take extended periods of time – (this has supported, amongst others, the work of Green and the NCfCE). Additionally, the development of the institutional post of Research Facilitator has enabled academics to pursue a greater range of</p>
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funding streams to work with local and international communities, for example in the Rural Hybrid Energy Project and the DfID funded project 'Embedding the Global Learning in Initial Teacher Education'. Furthermore, the location of Research Associates within the Faculty and most recently the post of Interns is enhancing the ability of staff to seek out new funding streams and to work directly with the communities located around the university. Examples of this may be observed with the Faculty's relationship between the Centre for International and Development Education and Liverpool World Museum, who work not only on Research projects [for example HEA funded *International Experience for Engaged Global Citizens in Education* and DfID funded project 'Embedding the Global Learning in Initial Teacher Education'] but also directly teach our undergraduate students. In addition, Dr. Lundie is a member of the Beyond Diversity project on pluralism hosted by Cornell University.

iii) How the unit identified and developed potential areas of impact

In its developing Impact strategy the Faculty has worked with active researchers and professionals from outside of the Academy. Cheyne's (entered in UOPA D29) research on disability in science fiction was presented at an event in the disability arts festival DaDaFest. Changing Capacities, Changing Identities stimulated discussion "about the impact of changes on peoples' day-to-day lives so that the lived experience of life-limiting illness is not always one of loss. The Dean worked closely with Dr. Hodkinson & Dr. Walton (the Centre for Children, Families and Society) and Sir Harry Burns (Chief Medical Officer for Scotland) to ground a project in Liverpool that aims to enhance the lives of young people. This relationship led to a colloquium in 2013 which scoped out areas of impact. It included representatives from children services, charities, social workers and local authorities. This scoping exercise may be viewed as an evolving strategy which seeks to inform the Faculty of the strengths and weaknesses of research, to inform funding arrangements and to provide and promote a consistent approach to developing Impact outside of the Academy.

iv) How grant money was employed to support impact

Grant money from the Jerusalem Trust was employed to support dissemination and policy building. For example: day conference on Christian leadership and ethos supported BA QTS and PGCE students working in Church schools, speakers included the Director of Education Salford Diocese; a regional workshop for the National Society as part of the Church School of The Future Review - Dr Green was a 'national expert' within the consultation phase of the review. Delegates comprised Head Teachers, North West Diocesan Educational Officials and Hope PhD students; a national conference 'Reimagining Christian Education'; a public seminar series, contributors include: Professor Gerald Grace, Fr Patrick Madgal and Tim Walker (Hope PhD student); an international conference 'Christian Insights into Teaching and Learning' 2013. An output of the DfID funded project 'Embedding the Global Learning in Initial Teacher Education' was the construction of a 'Global Learning Attitude Inventory' that is now being used to evaluate the impact of global education initiatives by academic staff at Manchester Metropolitan University, Institute of Education and NGOs that are members of the Development Education Centre Consortium.

v) How the research promoted and made impact visible to potential beneficiaries.

Research carried out by the NCfCE was informed through partnership with policy makers, educational providers and Christian communities that directly benefit from our research –in many instances research is commissioned by them. We promote our research through collaborative events, disseminating research reports, commenting on local radio and national press and running public seminar series. [Dr Green presented her findings on the role of RE and Christian ethos in Academies at an open MA seminar; In 2010 Dr. Green appeared on Premier Christian Radio and UCB to comment on her publication *Mapping The Field* and there was a piece in the *Times Educational Supplement (TES)*; Dr Morris is a contributor to *Catholic Education Service* research documents and publications, and has contributed to the 'faith school' debate through commissioned articles for the *'Tablet'*, and *'Universe'* newspaper and on local radio. The DfID funded project *'Every Child, Everywhere: The Global Dimension in Practice* conference, attended by 180 delegates from schools, children's services, NGO's and other. Liverpool Hope students subsequently delivered 62 global citizen workshops to 700 year 8 pupils and 56 community engagement projects delivered in schools and other settings, locally and globally.].

This Review Period has allowed the Faculty to assess how research impact can be measured and how through research we can enhance the benefits to society, economy, environment and culture.

c. Strategy and plans: The Faculty's aim is to evolve research to provide a consistent methodology to measure impact and provide data for broader exercises of assessment

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such as REF. The Faculty's evolving Impact Strategy is based upon five key principles for maximising impact for future and current research. It provides: a) Context and identifies mission; b) a methodology for impact assessment; c) researchers with expertise to assess impact; d) comprehensive evaluation, focusing on both quality, relevance and reach of research; and, e) a maximisation of benefit for all involved with research.

These principles are presently being operationalised through a six stage process which will observe the Faculty by December 2014:

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| 1. further evolving its mission in terms of Impact; | [All staff, non - academic users] |
| 2. gathering data to produce research embedment performance data; | [Director of Research] |
| 3. further establishing the role of stakeholders and track trajectories of research outputs; | [Director of Research] |
| 5. provide an environment that supports and enables impact from current and future research; and, | [Dean/ Director of Research] |
| 6. feedback to all staff and stakeholders the strategy for Impact. | [Director of Research/ Professoriate] |

The Faculty's aim going forward is to provide an effective methodology to both assess and maximise impact. We aim to develop an assessment that is flexible and takes into account impacts in education that are often overlooked by traditional approaches of research 'esteem'. It seeks to provide data to answer questions such as what¹:

- range of opportunities have been identified to apply, exploit or build on the unit's researching findings?
- are the range and types of interactions with research users (or potential users)?
- are the significance of impacts occurring that the unit's research activity has contributed to.
- activities are undertaken currently to build research to secure future impacts or benefits?
- is the reach and significance of the research work undertaken by the Faculty?

Supported by significant resources, the Strategy provides a sustainable strategy that observes:

- training for all staff in terms of developing and assessing impact;
- staff attending national conferences and events concerned with impact development; and
- that Impact coordinated through the Centre Directors and evaluated by the Faculty Research Committee.

d. Relationship to case studies: To evidence the evolving impact; the lessons learnt from such, and development going forward, two case studies have been developed. The first [*Hodkinson*], represents how sole scholarship, when supported by a rich research environment, leads to impact in government policy and in the applied educational setting [*for example, construction of a national website containing exemplars of good practice for Head teachers and teachers in development of their teaching of primary history*]. It evidences how Hodkinson developed relationships with the academic community nationally and internationally and with policy makers within previous and current governments [*consultancy and advisory work for QCA, the Rose Review and current National curriculum reform*]. It also evidences how follow through from the research influenced public debate [*through the media and professional communities- for example the TES*], lobbying policy makers and designing training materials [*Teacher's TV and Historical Association CPD online modules*] to enhance the teaching and learning of temporal cognition in primary schools. The case study details how the Faculty and the University supported Hodkinson's research to positively effect and serve society by making a difference to teachers and pupils. The second case study [*NCfCE*] evidences the assessment of impact through the Research Centres. These extant groupings have had in their rationale the concept of measuring Impact. The Case Studies demonstrate that:

- impact needs intellectual and financial support over long periods if it is to make a positive contribution to society;
- whilst headline statements for 'doing good' were endemic a methodology for assessing impact in terms had not been consistently established; and,
- a sustainable Impact Strategy must ensure significant interaction with and learning from user groups outside of the Academy.