Institution: University of Glasgow

Unit of assessment:
C25 Education

a. Context

Engagement and knowledge exchange (KE) with stakeholders and non-academic users is embedded within the mainstream activity of the School of Education and we have longstanding connections with the different communities of practice who benefit from our research. Staff work across a broad range of policy domains and, in all of our areas of activity, we have strategies in place to ensure that our research has a clear impact on policy and practice.

Much of our research has a clear policy focus and many members of staff work closely with national and international organisations to ensure that educational reforms are informed by robust research evidence. Indeed, through participation in a wide range of professional organisations and undertaking collaborative research with beneficiaries, we have a direct impact on policy and professional practice.

The principal user groups of the School's research include local and national governments, international organisations, such as UNESCO, professional bodies, such as the General Teaching Council Scotland, school and college staff at all levels as well as participants in formal and informal educational processes.

b. Approach to impact

The School adopts a range of approaches to maximise impact from its research; approaches which are facilitated by the proximity of specific research projects and programmes to policy and practice. The School's approach to impact between 2008 and 2013 can be characterised by five main strategies:

i) Connecting to research users through membership of policy and practitioner networks. Many of our staff undertake research that is directly relevant to teaching in schools and, through their membership of policy networks, are able to ensure that their work directly impacts on the curriculum and forms of assessment. Through our work on school leadership and professional development we have a direct impact on the quality of leadership and teaching in schools both in the UK and abroad. For example:

- **Chapman** advises the Department for Education on early education and has helped develop new models of school leadership;
- **Davis** helps inform practice with relevant research through his membership of a wide range of bodies such as the General Teaching Council Scotland and the Scottish Teacher Education Committee;
- **Forde** is a member of the National Partnership Group on Leadership and has helped develop a policy framework for preparing senior school staff for headship positions;
- **Hayward**'s work on assessment has informed policy through her membership of strategic networks such as the Assessment Reform Group;
- **Townsend** focuses on school effectiveness and leadership and has provided advice to Education Ministries in a number of countries, such as Malaysia and Oman.

ii) Involving beneficiaries of research in the design and delivery of projects. Several of our research projects have been designed and conducted in close collaboration with bodies who commissioned the research. In this way the research process is shaped by ongoing dialogue between researchers and beneficiaries which ensures that the end results are policy-relevant. For example:

- Commissioned by Donaldson as part of his Scottish Government review of teacher education in Scotland, 11 members of staff (e.g. **Baumfield**, **Hulme**, **Livingston** and **Townsend**) engaged in a literature-based project exploring the contribution that teacher education can make to the quality and effectiveness of the educational experience in Scotland and beyond. Subsequently, the School has led the way in implementing the new model of teacher education recommended by the Committee,

with Donaldson appointed to an honorary Chair in the School where he advises on the process of implementation;

- **Houston** and **Osborne** were involved in a £1 million initiative focusing on increasing pupils' access to health professions, which involved close working with partner schools in disadvantaged areas;
- **Osborne** worked with university and city partners in 12 countries to support the contribution of HEIs to regional development;
- **Lally** and **Mancy** helped enhance science education through providing support for a number of important initiatives including the Glasgow City of Science programme and have developed interactive workshops to improve public understanding of science at the Glasgow Science Centre.

iii) Working with professional organisations to improve the quality of teaching and educational leadership. Many of the School's research projects have involved close links with professional organisations and direct action to enhance educational structures and practices. Examples here include:

- **Bovill**, **Cheng** and **Gunn** all work at the interface of research and practice in ways that help ensure that state-of-the-art pedagogies are built into models of practice in HEIs both in the UK and abroad;
- **Forde** and **McMahon,** who have written extensively on school leadership and teacher development, play key roles in professional development programmes for experienced teachers and leaders;
- **Townsend**'s research on school leadership is recognised through the visiting Professorship he holds at the Institute of Principalship Studies, University of Malaya, where he helps prepare teachers for Headships;
- Recently **Davis**, **McMahon** and **Osborne** helped establish a leadership development programme for Vice-Rectors from Indonesian HEIs;
- **McMahon** and **Chapman** led British Council sponsored programs for headteachers in China on the basis of their research on leadership development;
- **Phipps** worked with Police Scotland to promote an understanding of the difficulties faced by refugees and asylum-seekers; she developed training programmes to address the needs of Officers working in culturally sensitive ways in diverse communities;
- Through the Scottish Network for Able Pupils (SNAP), which has been supported by the Scottish Government for over 15 years, **Sutherland** provides research-based information for teachers, parents and pupils across the UK. During the assessment period SNAP worked directly with over 500 teachers, reaching many more via virtual technologies and web-based sources.

iv) Communicating research through print and online press, participating in public debates and presenting at practitioner events. Staff employ a wide range of strategies to ensure that their work is thoroughly disseminated in the media and reaches a range of audiences including practitioners and the general public. Examples here include:

- **Conroy**'s dissemination of the findings of the ESRC-funded 'Does RE Work?' project which involved participating in the Westminster Faith Debates, appearances on several radio programmes including Radio 4 *Sunday*, and *Call You and Yours* and Nicky Cambell's *Breakfast Show*. Through the use of press releases, the findings were covered by a number of papers, including *The Guardian* and *Daily Mail*.
- **Furlong**'s work on young people and social withdrawal in Japan, the hikikomori phemomenon, was covered extensively by the media following the issue of a press release. It was featured on Laurie Taylor's *Thinking Allowed* programme on BBC Radio 4 and, more recently, was featured in the BBC magazine, stimulating an exchange with a senior civil servant in the Cabinet Office.
- As a central part of his ESRC project on Interlife as an interactive learning environment, **Lally** presented findings to policy-makers, including David Willetts MP, Minister of State for Universities and Science and Charles Clarke, former Secretary of State for

Education, at the Royal Society in London to an audience of around 300 educators, students, policymakers, IT industry representatives, academics and members of the general public. **Murphy** has developed a website www.socialtheoryapplied.com where he disseminates research findings and runs a popular blog on social theory that has successfully engaged with Education postgraduate students across a broad range of UK HEIs.

v) Encouraging and supporting staff secondments to key stakeholder organisations. As part of our approach to impact, the School strongly encourages secondments to organisations responsible for educational policy. For example;

- **Livingston** undertook a five-year secondment to Learning and Teaching Scotland and, following the placement, remains closely involved with the reform of teacher education and curriculum development in Scotland.
- **McMahon** has recently embarked on a secondment to the new Scottish College of Educational Leadership where she is leading a team charged with scoping models for the College, informed by research and best practice on leadership development and systemic improvement.
- **Murphy** has just begun a half-time 12-month secondment to Policy Scotland focusing on accountability and quality assurance mechanisms in education.

These School-led strategies are supported at the institutional level where there is an explicit commitment to encourage KE and help researchers ensure that the impact potential of their work is maximised. For example, the commitment to KE activities is made explicit in the job descriptions of all academic staff (including those that do not include a research function), is measured annually through the Performance and Development Review and is taken into account in promotion procedures.

Underlining this commitment, the University has signed the Manifesto for Public Engagement and is committed to supporting researchers to develop their confidence and abilities to engage with the public, media and policy-makers at all stages of their career. The University Corporate Communications Office regularly helps staff introduce research findings to the media.

c. Strategy and plans

Moving forward, the school will continue to develop and maintain close links with colleagues working in the fields of educational policy and practice both in the UK and beyond. We will continue to instigate opportunities to bring our research to the attention of policy makers, accepting invitations to sit on committees in order to represent and promote educational research. Staff will be encouraged and, through workload distribution and performance and development review, will be incentivised to maximise the impact of the School's research.

The School will continue to pioneer the new 'clinical model' of teacher education in addition to enhancing its programmes to support career long professional learning to ensure they serve its professional community by exposing them to innovative and subject-leading research.

Over the next five years, we intend to develop the approaches outlined earlier in ways that underpin a more strategic approach to KE and impact. Specifically, the School of Education will:

- Ensure that the School's newly-formed Robert Owen Centre for Educational Change, with its commitment to make a practical difference to the educational outcomes of less advantaged learners, becomes one of our main vehicles for effective KE;
- Support and facilitate opportunities for strengthening links with policy-makers and think tanks so that research continues to feed directly into policy discussions. During the assessment period the School has facilitated individual staff participation in secondment opportunities and will continue to incentivise close links with policy and practice through modified work models;
- Make extensive use of the recently-established Policy Scotland centre within the University, having already started to do so through **Murphy**'s secondment to the centre.
- Implement 'impact' as part of the annual internal performance and development review

process. The institutional embedding of KE in academic job profiles has made it possible for the School to recognise impact activity in the annual performance review process which contributes towards promotion/pay increments, this process will be strengthened;

- Ensure that our research is as openly accessible as possible, and continue to ensure staff deposit published papers on the University's institutional repository for published research material.
- Introduce KE and impact training as a compulsory element of the PGR programme. The School will complement this by delivering a series of internal training events in the forthcoming academic session.

d. Relationship to case studies

The case studies submitted provide an effective illustration of the approaches used to ensure maximum impact. The case studies included are:

- Engineering the Future: Embedding engineering in the Scottish curriculum (EngFut) (Hayward et al)
- Shaping public, political and practitioner debate on the place of religious education in UK schools (REWork) (Conroy, Baumfield et al)
- Shaping Assessment Policy and Practice in Education (SAPP) (Hayward et al)
- Shaping the Transformation of Initial Teacher Education in Scotland (TSF) (Forde, McMahon, Livingston et al)
- Youth transitions and processes of marginalisation and inclusion (YTMI) (Furlong)

Key examples of how the case studies reflect the Unit's approach, include:

Connecting to research users through membership of policy and practitioner networks. In all of our case studies researchers made connections to user groups, using a variety of mechanisms. For example:

- SAPP **Hayward** worked with the Scottish Government to complete and extensive policy review and stakeholder consultation.
- TSF **Forde et al** piloted a new model of teacher education in collaboration with Glasgow City Council.

Involving beneficiaries of research in the design and delivery of projects

- EngFut **Hayward** held extensive discussions with subject development teams and helped develop engineering education materials for use in primary schools;
- TSF **Livingston** et al undertook an extensive work programme as part of the Donaldson Review of Teacher Education in Scotland.

Working with stakeholders to improve the quality of teaching and educational leadership

- TSF **Forde** and **McMahon** have initiated professional development programmes for experienced teachers and school leaders.

Research communication via the press, public debates and practitioner events,

- EngFut, REWork and YTMI all engaged with the media, press releases were issued, researchers appeared on radio, answered press enquires and presented findings to non-academic audiences.
- REWork **Conroy** and **Baumfield** organised a series of CPD workshops for practitioners in Scotland, England, Ireland and Australia, their work was covered on four radio programmes as well as by national newspapers such as the *Daily Mail* and *The Guardian*;
- YTMI **Furlong**'s work was featured on Radio 4's *Thinking Allowed* programme and the BBC Magazine, findings were presented to Japanese practitioners in Tokyo.

Encouraging and supporting staff secondments to key stakeholder organisations

- TSF **Livingston** undertook a five-year secondment to Learning and Teaching Scotland.