

Institution: Institute of Education (IOE)
Unit of Assessment: 25 Education
a. Context

For over a century, the IOE has worked directly with practitioners, administrators and policy makers in education, contributing to significant developments in policy and practice in the field.

The main user groups and beneficiaries for the IOE's research

We engage *non-academic user groups* across all educational sectors and in many domains of health provision and public policy within the London region, England, the UK and internationally.

Beneficiaries include those in:

- Learner and client roles, such as children, pupils, students, patients, employees;
- Provider roles, such as parents and carers, teachers and lecturers, teaching assistants, health and social care practitioners and trainers;
- Public roles, such as citizens, journalists, consultants, employers, civil servants, politicians;
- Organisations, such as schools (including chains), universities, hospitals, museums, charities, pressure groups, local authorities, government departments, trade unions, professional associations and service commissioners;
- National systems, within the UK and internationally, such as education and health services, and their contributions to the quality of social, economic and cultural life.

In England and in relation to many **UK-wide** educational issues, the extent of the IOE's public engagement is comprehensive and sustained. Specific contributions are also made to policy and practice on health and social welfare. User engagement extends to Northern Ireland, Scotland and Wales in relation to specific educational, health and social welfare issues. **Internationally**, the IOE has extensive specialist networks and close relationships with mediating contacts in many educational institutions, governments, NGOs and agencies. Their distribution and focus echoes the specialisms of our departments, research centres and special interest groups (SIGs).

Research activity at the IOE and the types of impact generated

Departments and research centres are the main drivers of research and impact activity at the IOE. Building on innovative ideas from individual researchers, SIGs and networks both within and beyond the IOE, they develop new perspectives and respond to research priorities and funding opportunities. To establish effective pathways to impact, staff within departments and research centres cultivate user networks for engagement and develop targeted communication and impact strategies in relation to their research foci. Some research centres have been established for decades, whilst others reflect more contemporary strategic funding from government or research councils. In all cases, their success is based on synergy between *excellent research quality* and *high relevance* to policy and/or practice – as in 'Pasteur's Quadrant' (Stokes, 1997). This strategy has been promoted by a number of organisations such as the Organisation for Economic Co-operation and Development (OECD), British Academy (BA) and Research Councils UK (RCUK). It was exemplified in education by the ESRC Teaching and Learning Research Programme (TLRP).

In terms of REF categories, although there are many cross-overs, our centres focus on:

Public policy and services in education: Centre for Critical Education Policy Studies; Centre for the Economics of Education; International Centre for Education and Democratic Citizenship; Centre for Learning and Life Chances in Knowledge Economies and Societies; Centre for Longitudinal Studies; Centre for Post-14 Research and Innovation; Development Education Research Centre.

Practitioner and professional services in education: Centre for Digital, Arts, Research, Education; Centre for Education in the Criminal Justice System; Centre for Educational Neuroscience; Centre for Higher Education Studies; Centre for Holocaust Education; Centre for Multimodal Research; Centre for Research in Autism and Education; Centre for Research and Evaluation in Muslim Education; Centre for Understanding Social Pedagogy; Effective Pre-School, Primary and Secondary Education; International Centre for Intercultural Studies; Language and Literacy Research Centre; Learning for London@IOE; London Centre for Leadership in Learning; London Knowledge Lab; National Research and Development Centre for Adult Literacy and Numeracy.

Health and welfare: Childhood Wellbeing Research Centre; Evidence for Policy and Practice Information and Coordinating (EPPI) Centre; Multimodal Methodologies for Researching Digital Data and Environments; Narratives of Varied Everyday Lives and Linked Approaches; Social Science Research Unit; Thomas Coram Research Unit.

b. Approach to impact

The IOE's approach to impact is grounded in the scholarship and evaluation of engagement. It is:

- **Interactive:** Building on ESRC's advocacy of 'interactive social science' (e.g. Caswill & Shove, 2000), we value user engagement at all stages of research and, where appropriate, we promote authentic partnerships as foundations for collaborative impact activity.
- **Evidence-informed:** We strive to produce high quality evidence and analysis to inform the necessary judgements of policy makers, practitioners and other stakeholders. Increasingly, we are able to make use of IOE research about engagement and knowledge exchange.
- **Independent:** We aim to be dispassionate in gathering and analysing evidence and are not afraid of findings which may be used to hold the powerful to account. We understand the role of dissent in democracies.
- **Publicly engaged:** In all circumstances, we seek to contribute actively and positively to improvement in the quality of public services and policy in education and in selected aspects of provision for health and social welfare.

Our Royal Charter of 1987 affirms the IOE's objective "to promote for the public benefit learning and research in all branches of knowledge, especially in Education and related fields, to make available to the public the results of such research". This long-standing commitment was recognised by feedback from the RAE 2008 sub-panel which commended the IOE's "strong account of user engagement" and "was particularly impressed by [its] wider public role, as well as by the evidence of impact on policy and practice".

The approach to impact taken by the IOE during the REF period has thus been to deepen and extend its commitment to undertaking research that leads to public benefit. In so doing, we explicitly recognise the three forms of social scientific impact distinguished by Nutley et al. (2007) and endorsed by ESRC (2009): **instrumental** (e.g. influencing the development of policy, practice or service provision, shaping legislation, altering behaviour); **conceptual** (e.g. contributing to the understanding of these and related issues, reframing debates); **capacity building** (e.g. through technical/personal skill development).

Organisational development to support research impact

Building on established practices, our strategies for the development of impact were explicitly refreshed in the 2010-15 Research, Consultancy and Knowledge Transfer (RCKT) Strategy. This document was the product of widespread discussion through 2008/9 and was informed by a report by **Pollard** (Assistant Director for Research Impact), following experience of work for ESRC, TLRP and the UK Strategic Forum for Research in Education. This report focused on the development of infrastructures within each faculty and institutionally to support user engagement, communication and impact activity and on practices among our academic teams for early and continuing user engagement. Application of the strategy is overseen by the RCKT Committee.

During 2010/11, impact and user engagement issues were formally discussed in all IOE departments and at a staff conference. Their importance was affirmed by the establishment of a Research Impact Support Group (RISG) which meets termly and reports to the RCKT Committee. RISG includes academic and professional staff, including Faculty Directors of RCKT.

In 2012, implementation was further enhanced by the success of an RCUK Catalyst project bid – led by **Reiss** (Pro-Director: Research and Development). IOE was selected as one of eight universities to provide a model of public engagement within UK higher education. A Public Engagement Champion (**OliverS**) was appointed to drive forward a programme of leadership, training, support, learning and evaluation and to engender a culture of collective responsibility.

Infrastructure to support user engagement, communication and impact activity

Recruitment and recognition: Among routine considerations for appointment of IOE researchers are skill and understanding in user/public engagement, knowledge transfer and impact. There is an annual 'Director's Award for Excellence in Public Engagement with Research'.

Academic staff development: Our 2013-17 Staff Development Strategy explicitly promotes public engagement and impact activity and IOE research training includes an introduction to these issues. Mid-career staff are supported through the Staff Development Programme, which also offers courses on presentation and media skills. Annual review enables progression to be planned.

Project development and review: Proposals for external research funding are supported by staff from faculties and Research and Consultancy Services. Research teams are encouraged and supported to develop explicit strategies for user engagement, communication and impact.

Innovation: The Catalyst project supports creative and 'early adopting' staff and students who are particularly committed to exploring new forms of public engagement and impact. Some 30% of Principal Investigators participated in this network in its first year and the Catalyst team has built relationships, including regular support meetings, with researchers across departments and disciplines.

Policy and Public Affairs: This team (2 fte), based in the Directorate, monitors policy developments and knowledge transfer opportunities, coordinates cross-IOE responses and facilitates links between key policy makers in Westminster and Whitehall and IOE staff.

Enterprise: Our Business, Enterprise and Short Course team (4.9 fte) enables potential partners and clients to access the IOE's expertise by providing a single enquiry point and by coordinating and integrating responses to enquiries.

Consultation and exchange: Staff expertise is recognised nationally and internationally. Notable politicians visiting for policy discussion and debate during the assessment period include: Ed Balls, Frank Field, Nick Gibb, Michael Gove, Jonathan Hill, Damian Hinds, Graham Stuart, Liz Truss, Stephen Twigg and David Willetts. The IOE also hosts an exceptionally high number of overseas visits from ministries of education, universities, colleges, schools and other organisations. In 2011/12 we received 49 visits from 22 countries, involving 476 education professionals, many of whom hold senior positions.

Events and practitioner engagement: The IOE is a national and international venue for educational and other events. Each year, some 30,000 delegates are attracted to over 400 events – including many concerning cutting edge research. The IOE has particularly strong engagement with schools and colleges in London and the South East, facilitated by its dedicated School Partnerships Team. We collaborate on teacher education with almost 1000 institutions and are a strategic partner for 32 Teaching School Alliances (at 31/7/13).

Publications: The IOE promotes its research through accessible publications aimed at practitioners and policy makers, as well as through its peer-reviewed outputs. IOE Press was established in 2012 from the long-running IOE Publications Unit and has recently acquired Trentham Books. Our institutional repository (Eprints) now contains over 6,500 research outputs and was accessed more than 213,000 times in 2012. DERA (our unique Digital Education Research Archive) has grown to over 16,000 publications from important but at risk educational organisations in the UK. The records of some 40,000 items in our 135 deposited archives are now publicly available in our CALM system.

Websites and social media: The main IOE website offers information about research activity, news and public engagement, with 1.1 million unique visitors during 2012/13. Our new Research Briefings provide headline findings and suggest sources of further information. IOE is well represented on YouTube (ioelondonvideo – 30,000 views in 2012/13), Twitter (among many, @IOE_London has 10,000+ followers), through its policy Blog (ioelondonblog@wordpress.com – over 6,000 visits per month, many global) and through its school partnership webpages. Specialist research centre pages enable interaction with their stakeholders and more targeted dissemination.

Media support: Our specialist press office uses traditional, online and social media channels to promote research findings to a range of audiences and to enable rapid, research-informed responses to public debates. During 2012/13 there were 908 items of IOE media coverage, many in national print and broadcast outlets. Systems and expertise exist to introduce journalists to research experts, publish press releases and blogs, manage social media, place features and articles, respond to journalists' enquiries and train staff in print, broadcasting and online media skills. Experienced education journalists (Budge, Hofkins) are associated with each faculty and work alongside 20 staff (11.6 fte) with specialist communication responsibilities.

Integration: The provision described above is particularly effective when coordinated and focused. This occurred, for instance, in the case of Pollard's June 2012 challenge to the Secretary of State on National Curriculum proposals.

Research on knowledge exchange: The EPPI Centre works across public sectors, nationally and internationally, informing policy and professional practice. The Social Science Research Unit has contracts with three What Works Centres (NICE, What Works Crime and the Education Endowment Foundation). The London Centre for Leadership in Learning works in partnership with

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education and public sector practitioners and policy makers in London, nationally and internationally; it combines research findings and practitioner expertise.

Policy: user relationships and pathways to impact (excluding 23 impact case studies)

The primary reason that many IOE staff develop excellent relationships with key users is because of the expertise which they offer. Policy makers, journalists, practitioners and others know that specialist knowledge and skill can be accessed at the IOE. To some extent too, the IOE acts as a node for wider engagement in the field. Academic/user relationships often deepen as mutual respect and trust grows, as demonstrated below in the UK and internationally:

Providing advice is often the starting point of a pathway to impact and IOE researchers are frequently called upon by **UK government** bodies. For example, the Review of the National Curriculum involved: **Burn, Chapman, Clark-Wilson, Glauert, Golding, Hoyles, Lambert, Lawes, Noss, Pollard, Potter, Pratt, Reiss, Standish, Starkey, Stuart, Welch, William and Wyse**. **International policy advice: Carr-Hill:** to North Western Frontier Province, Pakistan on prosecution assessments; **Evans:** to the New Zealand Government on adult literacy; **Fransman:** to UNESCO on adult literacy; **Golding:** to the Government of Nigeria on mathematics education for able students; **GreenA:** to the European Commission, Cedefop, European Training Foundation and OECD on lifelong learning; **GreenF:** to OECD on the development of skills strategy and on an International Survey of Adult Skills; **Lall:** to the Ministry of Foreign Affairs, Japan, Ministry of Development, Germany, and London embassies on Myanmar, Pakistan and India; **Oketch:** to the Kenya Ministry of Education on the impact of free universal primary education policy; **Pridmore:** to the Danish Ministry of Foreign Affairs and National Institute of Health in Mozambique on participatory planning; **Stewart:** to governments of Malawi and South Africa on evidence-informed decision making; **Stoll:** to OECD on Improving School Leadership; **YoungM:** to the International Labour Organisation, World Bank (India) and GTZ (Germany) on qualification and credits.

Membership of an official task group or committee is another stage on the pathway to impact. **On UK committees: CallenderC, GreenF, Fuller, Unwin:** of the Expert Panel to the UK Commission for Employment and Skills; **Husbands:** of the RSA/Pearson Academies Commission, National Trust Expert Panel on Learning; **Laurillard:** of the FE Learning Technology Action Group, and Education Sector Industry Strategy, Business Innovation and Skills (BIS); **Newton:** of the Ofqual Standards Advisory Group; **Phoenix:** of the Office of Science, Foresight Lead Expert Group for the Future of Identities; **Pollard, William:** of the Expert Panel on the Review of the National Curriculum for the Department for Education (DfE).

Internationally: Edge: of the Ontario Principals' Council, International Advisory Panel; **Oketch:** of the Committee of Global Partnership for Education and Scientific Committee of Association for the Development of Education in Africa; **Reiss:** of the Supreme Education Council of Qatar.

Producing an official report affirms further the expertise being deployed. For example: **UK policy reports: Brunton et al:** on psychosocial factors associated with cosmetic interventions, for the Keogh Review; **Caird:** on the socio-economic value of nursing and midwifery, for the Prime Minister's Commission on the Future of Nursing and Midwifery; **Joshi, Hansen:** on the Millennium Cohort Study for a consortium of Government Departments led by Office for National Statistics (ONS), including governments of Scotland, Wales, Northern Ireland, DfE and Departments of Work and Pensions (DWP) and Health (DH); **Moodie et al:** on plain tobacco packaging for the Public Health Research Consortium; **Pollard:** on a Framework for the National Curriculum for the DfE.

Direct collaboration is a developed stage on a pathway to policy impact. **UK examples** include: **Casey et al:** evidence to the Lingfield review on 'Professionalism in Further Education'; **Duckworth:** seconded to Treasury on impact of budget changes on youth provision and young people's services, regular contributions to DfE and Opposition Front Bench; **Edge:** research and advice for Department for International Development (DFID) and British Council on the design of international school partnerships; **Harris:** 2 year secondment to the Welsh Government to develop the national Professional Learning Communities programme; **Lall:** briefings for DFID on Pakistan and Foreign Office on Myanmar, part of international team training Foreign and Commonwealth Office staff working in Afghanistan and Pakistan; **Laurillard:** with LSIS/BIS on Learning Designer tools for FE, LSIS Commission on Adult and Vocational Teaching and Learning and BIS Delphi Group, Randomised Control Trial strand; **Newton:** Ofqual Technical Standards and Assessment Research Panel; **Pachler:** DfE consultancy as President of European Baccalaureate during UK presidency of the European School System; **Thomas:** collaboration on systematic reviews for DH.

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International collaboration: **BrownA:** secondment to Singapore Workforce Development Agency to develop a national research strategy for continuing education and training; **Bubb:** evaluation of leadership development programmes and design new standards for head teachers for the Ministry of Education, Jordan; **Golding:** evaluation and development of ITE and CPD, St Helena Department for Education and Employment; **Gough:** training on systematic reviews for government departments, such as the Ministries of Education in Norway, New Zealand and the Netherlands; **Hodgson, Isaacs, Spours:** work on the development of a National Qualifications Framework and the Reform of School Structures, Supreme Education Council of Qatar; **GreenF:** consultancy on the definition and measurement of job quality for the European Foundation for Living and Working Condition (a European Commission agency); **Harris:** work with Ministry of Education, Singapore, on the introduction of professional learning communities for school effectiveness to all schools; **SmithM:** long term prevention and early intervention projects adviser, Office of the Minister of Children, Irish Government; **Starkey:** leadership of EU programme for Government of Lebanon on renewing citizenship education in publicly funded schools; **Stoll:** work with Department of Education and Children's Services in South Australia on practitioner learning communities; **Wyse:** to Institute for Prospective Technological Studies, Education and Culture Directorate, European Union, on creativity in school curricula.

Practice: user relationships and pathways to impact (excluding 23 impact case studies)

Deep and sustained partnerships with practitioners, with potential for impact, are also based on the development of mutual respect and trust. Pathways towards this include the following:

Advice to intermediaries, such as local authorities, subject associations or national agencies. Engagement with such high leverage organisations can multiply the reach and significance of research. Active participation of IOE staff in practitioner bodies is frequent and widespread. For example: **Burn:** collaboration with the Globe Theatre and Immersive Education on game authoring and with the British Library on playground games and new media; **Crafter:** consultant to the South Essex Partnership Trust on a feasibility study for the Child and Adolescent Mental Health Service; **Evans:** collaboration with Hospital Trusts on research into newly qualified nurses; **GreenF:** collaboration with the Trades Union Congress on employee participation; **Lall:** work with The Citizens Foundation, the largest education NGO in Pakistan; **Meecham:** advisor for museum staffing for the City of London; **Mintz:** contributor at European Commission Concertations, Brussels, on the use of technology to support the inclusion of marginalised young people; **Newton:** work on the research committee of the Assessment and Qualifications Alliance; **Pellicano:** collaboration with head teachers and researchers through the Pan London Autism Schools Network; **Potter:** collaboration with Microsoft Partners in Learning and Stanford Research International on the Innovative Teaching and Learning Project; **Stewart:** advice to the Anglican Alliance on international financial inclusion programmes; **YoungT:** partnership with Child-to-Child Trust on the integration of refugee and asylum seekers.

Leadership of initiatives, in collaboration with partners, is a very strong marker of trust. For example: **Ang:** leadership of 'Improving the Early Childhood Sector in Singapore'; **Carr-Hill:** report for the National Institute for Clinical Excellence on the cost effectiveness of community participation in improving health of communities; **Douetil:** leadership of Every Child a Reader and Reading Recovery in England; **Edge:** facilitation of partnership programmes with schools and head teachers in London, New York and Toronto and school leadership programmes for Government of Cayman Islands; **Hodgson:** leadership of Learning for London@IOE, proactively seeking opportunities for London partnerships on education and health-related matters; **Hoyles:** leadership of National Centre for Excellence in the Teaching of Mathematics and programme to sponsor over 350 school-HEI teacher action research projects; **Pollard:** collaboration with the General Teaching Council (GTC) for England and other UK GTCs on a TLRP Commentary on professionalism and pedagogy; **Porritt:** leadership of the London Centre for Leadership in Learning, on improving and supporting life chances; **Wyse:** leadership of the London Region of the Cambridge Primary Review network.

Governance roles signify a high level of trust and engagement. Examples include:

Husbands: TDA Board member, Advisory Group for the Teaching Agency, Member of the Academies Commission; **Luckin:** non-executive director, British Educational Communications and Technology Agency and chair of their Research Advisory Group; **Reeve:** Chair, Heritage Panel for Learning Outside the Classroom; **Reiss:** Advisory Board member of the Science Museum, Chief Executive of Science Learning Centre London.

c. Strategy and plans

Throughout its history, the IOE has believed in the transformative potential of education. We will continue to live out values of critical reason, social justice, openness and respect for persons. Public engagement and research impact thus retain a very high profile in the IOE's Strategic Plan 2012-17. For example, our 'vision for 2017' states: "The IOE will be a powerful champion of excellence in education and related social science that has strong impact". Jerrim's award of the ESRC's inaugural Outstanding Early Career Impact Prize for UK social sciences (2013) was very encouraging. Over the next five years we intend to broaden and deepen our capacity for targeted and integrated engagement, communication and impact activity. Plans include:

Innovation and staff development: Catalyst's work is being embedded within IOE structures and practices so that innovative public engagement and research impact will still be promoted when project funding ends. The Doctoral School raises awareness about impact and strategies for achieving it to students from the start of their research careers. Further IOE staff conferences will celebrate the vitality of this work and maintain momentum. To extend this work, we have been invited to plan for a four year, £850k award under ESRC's Impact Acceleration Account scheme.

Consultation and exchange: The IOE will extend its international engagement, building on its cosmopolitan academic community, student body and alumni. Whilst a range of visitors will continue to be welcomed, more strategic international partnerships will be developed to enhance research, consultancy and knowledge exchange. Income growth of 3% per year is anticipated.

Public engagement: The IOE estate will be further developed as a conference centre, building on its exceptional location. The London Festival of Education, held in partnership with the *Times Educational Supplement*, will expand diversity of contributions, media reach and numbers attending from 1500 in 2012 to a projected 2500 in 2016. IOE's collaboration with schools on research-led teacher education will deepen as new routes become established and grow, including Teach First and School Direct. We will build on the new Partnership Awards scheme to cement our relationships with partner schools and develop a network for research and development.

Enterprise: We will develop further our Business, Enterprise and Short Course work to enhance responsiveness to external requests for research and related services. We anticipate income from these sources will increase by 10% annually until 2017.

Library and Archive Services: Resources for public engagement will be enriched with the acquisition of further collections, archives and digital materials. These will be increasingly 'surfaced' on the web and searchable through a next-generation Library Discovery and Delivery System. Retrieval will be enhanced with data aggregation, linked data and semantic web projects.

Publications: IOE Press will be developed as a specialist university publisher in the fields of education and social research to engage further with our academic and practitioner communities in the UK and internationally. 10% annual income growth is anticipated from 30 new titles per year.

Websites and social media: The IOE website will be enhanced in 2014 to ensure visitors to the site can easily access information on current and past research and to harness the full potential of social media and web searches. Research briefings will be significantly extended in number and range so that they provide users with a comprehensive representation of IOE's work and, with effective search technologies, a simple 'point of entry' to each body of work. From 36 briefings at 31/7/13, and 90 at the end of 2013, over 300 are planned by the end of 2017.

Media and engagement: Following a recent independent review, the Department of Marketing, Communications and Development will be restructured as a new Department of External Relations and will increase its specialist staffing to 14 fte. This will strengthen further the expertise of the press office and its capacity to develop relationships with journalists and others in target media channels for proactive media activity. From spring 2014, new, dedicated engagement and impact posts will support and coordinate specialists in departments and research centres.

IT infrastructure: Microsoft lync is being introduced, with Sharepoint and upgraded remote working facilities, to provide contemporary digital tools for internal and external engagement.

Collaboration: Joint public engagement activities, including partnership with schools and the development of shared infrastructural provision to promote research impact, will be explored with colleagues from UCL as part of institutional commitments to closer working relationships. Existing UCL-IOE partnerships include a National Institute for Health Research 'CLAHRC' project to support the translation of research evidence into practice in the NHS, and the ESRC- and College of Policing-funded programme to support the new What Works Centre on crime reduction.

d. Relationship to case studies

The 23 impact case studies submitted by the IOE demonstrate “a wide range of types of impact outside academia” and illustrate “a variety of possible models” from “individual projects to collaborations” over time (REF 01.2012, paragraphs 75/6). They also reflect the *interactive, evidence-informed, independent* and *publicly engaged* approach to impact, built on scholarship and evaluation of engagement, which we have adopted over the period.

Interactive, user-engaged social science: All our case studies demonstrate how user engagement and trust underpin research quality and impact. *Neonatal screening* is a UK example in which extensive consultation and partnership with parents led to the development of training materials for healthcare professionals and information leaflets for parents that are now used around the world. Indeed, user engagement is possible even where global reach is required. For example, the case study on *Transforming lives on the Indian sub-continent* shows how Kingdon and Little developed exceptional relationships in India and Sri Lanka over several decades. Their empirical work on the quality of classroom and school practices has credibility with project teachers and commands respect at the highest levels of policy formation in those countries.

Enabling evidence-informed judgement for policy and practice: Our research makes a unique contribution to policy and practice, and we respect the role of others in decisions about practical implementation. For example, over the past decade, our Centre for *Effective Pre-School, Primary and Secondary Education* has provided evidence for governments and practitioners in the UK and internationally on the influence of early education on children’s later development. As the case study shows, its robust design, scale and analytic quality, combined with significant media coverage and engagement with policy makers and practitioners, has underpinned significant expansion of early years provision. *EPPI’s* pioneering work on the synthesis of both quantitative and qualitative evidence has developed systematic approaches to the accumulation and validation of knowledge, and enabled judgements to be made about the warrant of findings. The case of *Rapid response reports* shows how such processes can be compressed, tailored and procedurally established to provide efficient and effective evidence on particular issues facing government.

Independent contributions on contemporary issues: Our work often has political implications, but is offered from a non-partisan position; some policies of recent governments in the UK have been supported by IOE research while others have been challenged. Our case studies provide many examples, including that on *Pupil performance tables* which demonstrates how specialist teams of researchers with exceptional methodological expertise, supported by an institutional media strategy, can challenge taken for granted assumptions about data – in this case, on school league tables and on PISA narratives of England’s comparative ‘underperformance’. The latter led to a rebuke to the DfE from the UK Statistics Authority. For many years, Hodgson and Spours have focused the Centre for Post-14 Research and Innovation on the potential of a unified and inclusive system of *14 to 19 Education and Training*, as the case study demonstrates. Through the twists and turns of successive policies, they have sustained evidence-informed ‘public scrutiny’ on the academic-vocational divide. The case study on Ball’s work illustrates similar independence.

Public engagement for the improvement of policy and practice: IOE is committed to public engagement at every level, and has both central and distributed infrastructures for public engagement. For example, our case study on *Teaching assistants* shows how research can ‘take off’ in public debate when launched appropriately. Robust but counter-intuitive findings on a topic of large-scale public investment had clear potential for impact. The funders, project team and IOE press office collaborated to spread the key messages of the project, with use of summaries, press releases, radio interviews (Today programme and others), the IOE Blog and Twitter. Our *Millennium Cohort Study* case study focused on breastfeeding, but could have featured other topics including: parenting, childcare, school choice, child behaviour, cognitive development, child and parental health, parental employment and education, income and poverty. The quality of the cohort studies in the Centre for Longitudinal Studies is recognised around the world, but its impact, in story after story in the media has been enhanced by the pro-active media management of its specialist Communications Director, using the IOE’s media infrastructure.

Public engagement and impact are too important to be left to chance. The IOE’s strategy will continue to be one of supporting high quality, focused academic teams, promoting authentic user engagement and providing an effective media and communication infrastructure to maximise the quality and effectiveness of our impact.