

<p><b>Institution: London Metropolitan University</b></p>
<p><b>Unit of Assessment: Education</b></p>
<p><b>a. Context</b></p> <p>Making an impact through research and teaching has been central to LondonMet's mission to transform lives and pursue principles of social justice. Education research at LondonMet is driven by the same commitment, researching issues related to inclusion and exclusion at all levels/sectors of education, informing policy, and supporting the development of educational programmes and practices. The main non-academic user groups and beneficiaries of our research include: 1) students, teachers and related professionals, children and families; 2) community groups and organisations; 3) European, national and local policy-makers in the areas of education reform, programme development, and inclusion practices. The principal types of impact are on educational practice and policy at national and European levels. Much of our research is applied, designed to answer questions of key relevance to user groups, funders and to the research participants.</p>
<p><b>b. Approach to impact</b></p> <p>We have a long commitment to ensuring that our research should both inform debate about social inequalities and impact upon policy and practice. Our research is widely disseminated (including to non-academic audiences and at international, national and local levels) and researchers are well networked to non-academic communities (i.e. policy, media and practitioner groups). We stimulate engagement in our research through strategies including web-based summaries of findings; press releases and related media coverage including a Facebook page and Twitter updates; seminar series designed to reach non-academic stakeholders; specific dissemination events with users and the production of tool-kits; published reports, articles, chapters and books. The following examples demonstrate the nature of relationships with key users and the importance of this for impact.</p> <p><u>Commissioned research:</u> Research commissioned by the DfE and conducted by IPSE (following competitive tendering) to evaluate the City Challenge school improvement programme has informed Ofsted's recent report and recommendations: <i>Unseen Children: Access and Achievement 20 years on</i> (Ofsted, 2013). The original research (Hutchings, et al., 2012, <i>Evaluation of the City Challenge Programme</i>, DfE) was led by the now Emeritus Professor Merryn Hutchings who was subsequently invited by the Head of Ofsted, Sir Michael Wilshaw, to conduct further research on the legacy and lessons to be learnt from the City Challenge programme (Hutchings and Mansaray, 2013, <i>A review of the impact of the London Challenge (2003–8) and the City Challenge (2008–11)</i>, Ofsted). It is clear from the analysis and recommendations in the Ofsted report that IPSE's research was pivotal in framing Ofsted's position and the wider public debate. In particular, by drawing attention to the success of schools in urban areas, especially London, in tackling the attainment gap between FSM and non-FSM pupils, the spotlight is now on 'unseen' disadvantaged children in coastal towns and (often affluent) home counties authorities. Ofsted has recommended 'regional challenges' in order to replicate some of the same processes/structures identified by IPSE's research. The Ofsted report was published at a national event (June 2013) attended by members of the House of Lords and head of the Education Select Committee. It has garnered national media coverage, with Hutchings invited to contribute to practitioner (e.g. Yorkshire Education Conference 10 Nov. 2012) and media events (BBC Scotland and BBC Radio 4 Today, May 2013), thereby further extending the reach of IPSE research.</p> <p><u>European Networks:</u> Networks provide an important vehicle to engage with users and promote research impact. IPSE established and leads the Children's Identity and Citizenship in Europe (CiCe) Erasmus Academic Network of over 100 European universities and colleges concerned with the education and training of a range of social professionals (teachers, youth workers, educational psychologists, etc). The network provides a forum for disseminating research findings through conferences and events, sometimes in collaboration with other organisations to enhance impact, e.g. the Netherlands-led <a href="#">To-gather project</a> uses festivals to help young people explore issues of identities. CiCe also produces guidance materials for educators and established a <a href="#">European Centre for Research on Identity and Citizenship</a>, of which <b>Ross</b> is an Advisory Board member.</p> <p><u>Recognition of impact in Europe:</u> Following a series of research studies and networking activities into citizenship education and children's identities (including the Ajegbo Case Study and CiCe), <b>Ross</b> was awarded a Jean Monnet ad personam professorship in Citizenship Education in Europe, 2009. The research he has undertaken before and since the prestigious award has enabled him to contribute expertise through consultancy and keynote addresses to European</p>

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policy audiences. Amongst the many examples are an invited keynote to a European consultation symposium on 'Measures to Combat Educational Disadvantage' (EC: Education and Culture, Brussels, 2011) and an invited lecture in the NESSET (Network of Experts on Social Aspects of Education and Training) series for Department of Education and Culture European Commission Staff, Brussels, 2012, on '*What would a socially just education system look like?*'. He has also acted as key consultant in devising Policy Measures in Education for the Migration Policy Index (European Union, British Council and Migration Policy Group), 2009-2011. The outcomes of this research were widely disseminated, e.g. through an address to the *Comparing Educational Policies towards Migrants: Policy Dialogue Education for Inclusion - strategies to reduce immigrant marginalisation in Europe and the US* (European Policy Centre 2011).

Networks and local, national and global impact: In addition to CiCe, education researchers at LondonMet are actively involved in a number of networks that link academic research with research users, including professionals and policy makers. The local, national and international impact of [Early Childhood Action](#) (2012-date), for which **Osgood** was co-founder, provides another example. As a voluntary alliance of early years academics, practitioners and parents committed to considering alternatives to the statutory EYFS Curriculum; an alternative framework *Unhurried Pathways* was launched at a one-day conference, October 2012, attended by over 400 Early Childhood practitioners as well as academics, journalists and policy makers. ECA has reached the public through a high profile media campaign, a Facebook page with nearly 600 followers, and through international links with Social Justice in Early Childhood (Australia); TACTYC: the Association for the Professional Development of Early Years Educators (USA); Diversity in Early Childhood Education & Training (Europe). **Leathwood** is a member of the New Visions for Education Group, a network of senior educational practitioners and academics aiming to use research to inform policy. The group writes papers and submissions to policy-makers and meets with Ministers and other key individuals. E.g. **Leathwood** has co-written a [briefing paper](#) designed to inform policy on higher education. **Leathwood** also convenes the [SRHE Higher Education Policy Network](#) through which researchers engage in discussion with other academics and research users, including policy makers and practitioners.

Impact on user-communities: LTRI undertook research funded by the HE Academy, the outcome of which was the development of an authoring tool (GLO-Maker) which enables teachers to produce generative learning objects. It has been downloaded 3,500 times in over 100 countries in the past two years and used to develop/deliver diverse learning resources e.g. in projects funded by bodies such as JISC, fdf (Foundation Degrees Forward) and UK Universities. IPSE has worked to build on-going relationships with user communities through several seminar series. E.g. a series 'Transformations in Educational Workforces' included discussion of IPSE research including studies of supplementary schools, school workforce re-modelling, the blurring of boundaries between education and care, professionalism (**Osgood**) and gender and the higher education workforce (**Leathwood**). **Ross** has delivered nine Jean Monnet lectures at LondonMet between 2010 and 2013 (available on YouTube) on his research on young people's identities in Europe. IPSE events have consistently attracted a wide community and practitioner audience, including members of local community organisations, charities, teachers and local government officers in addition to media representatives and academics. A recently initiated series, 'IPSE Dialogues' is building on this success and provides a forum for a research-informed discussion of current 'hot topics' in education. The first seminar was on *Debating Academies in the Academy: The Brave New World of Schooling: The Brave New World of Schooling* (1 Oct 2013), with presentations of IPSE and other research and invited contributions from key practitioner and stakeholder groups to stimulate lively debate. Researchers within IPSE also achieved ESRC funding for a *Seminar Series: New Perspectives on Education and Culture* (2011-2013). **Osgood** (with previous members of IPSE) co-ordinated seminars designed to engage policy makers, professionals, practitioners and local communities in dialogue about the role/purpose of education. The six seminars engaged 200+ practitioners and non-academic users; holding them in local third sector venues promoted new understandings of the relationships between culture/education and implications for practice. A core group of policymakers was involved to promote better links between educational and cultural policy. On-going links between academics and stakeholders in the arts, library, media, community and educational sectors have been established.

Impact through project design and dissemination plans: the production of 'toolkits' has been incorporated into several IPSE projects, including research on parental engagement with

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technology (Becta 2009); a study of equality issues in work placements in the arts (ECU 2010); and a study considering how music providers might better engage 'hard to reach' families (Youth Music 2012). Another Becta funded project on social equity (2008) was disseminated at Becta Research Conference (2008) to policy, research and expert practitioner communities; and in collaboration with TV production company a short video was produced and circulated through Becta's schools network. **Leathwood's** research into the impact of research policy on academic research and academic work (SRHE Research Award 2011) was disseminated at a day-long event during which the Head of Research Policy at HEFCE amongst others engaged in discussion about the findings and implications of the study.

We also use media and practitioner outlets to ensure our research is communicated to non-academic audiences, informs public debate and impacts on both policy and practice. For example, **Leathwood** has written for the national press (eg. 'Tuition fees: securing a future for elitism', The Guardian, 13 Oct. 2010) and national and international practitioner journals (e.g. 'Browne's recommendations will stop widening participation in its tracks', 2010, *Adults Learning*, 22, 3, 20-21; and 'Researching the impact of developments in research policy', in *Research Global*, published by The Association of Commonwealth Universities, Aug. 2012, Issue 31, p 8-9). The key messages from **Ross'** research into Citizenship Education have had an impact through his role as guest editor of journals aimed at a practitioner audience, e.g. an issue on Active Citizenship in the *International Journal of Progressive Education* (2012). **Osgood** regularly advises on policy development in Early Childhood, is consulted by journalists for an 'expert opinion' (e.g. Guardian; Nursery World; BBC) and invited to register with the Research In Practice network ([www.rip.org.uk](http://www.rip.org.uk)) as an expert in the field. RIP is designed to enable policy-makers and practitioners to develop evidence-informed practice in services for children and families. Most recently **Osgood** has worked with an independent production company specialising in educational/factual programming; her reflections on the diversity of early years provision and policy shifts will form part of a distance learning resource for Childhood Studies Open University module.

Supporting impact: IPSE and FAIR provide administrative support to ensure maximum public involvement in events; provide staff development including media training; support time allocation for impact related activities (e.g. ESRC seminar series); and facilitate secondments (e.g. of a researcher (previously of IPSE) to the Pearson think-tank to work on Academies Commission). Furthermore, the marketing team within the Faculty has provided knowledge and expertise to ensure effective publicity and optimal recruitment to events.

### c. Strategy and plans

The breadth of topics, approaches and outcomes characterising the work of the research institutes forming FAIR offers an important and vibrant multidisciplinary contribution to education research and impact. IPSE's commitment to undertake research that impacts on user communities and makes a difference is to be achieved through adopting a policy of building impact at the core of all research activities through active co-operation with practitioners, policymakers, institutions, associations and other strategic actors directly involved in the educational issues we research. FAIR's commitment to research that impacts positively and directly upon fostering social justice is further emphasised by the Faculty, where research has been translated into practical applications and teaching (to educational practitioners and others in the social professions), that transform lives and make a demonstrable impact on society.

### d. Relationship to case studies

The case studies selected exemplify the kinds of research we have conducted and our commitment to impacting on policy and practice. The Ajegbo case study is part of a longstanding strand of educational research at LondonMet on citizenship and identities, including the CiCe network, **Ross's** research, and the Multiverse project (2006-2010), an initial teacher training, TDA funded, Professional Resource Network run by IPSE to enhance the educational achievement of pupils from diverse backgrounds. The case study provides evidence of the impact of the research on educational policy and the national curriculum. Research on gender issues has been another key strand of our research (in particular the work of **Osgood, Leathwood and Tsouroufli**), and the EOC case study in relation to work placements sits within this body of work. It provides evidence of an impact on policy at local and national level and on strategy and practice through the implementation of non-traditional gender work placements and employment practices in the construction of the Olympic site.