

**Impact template (REF3a)**

<p><b>Institution:</b> University of Greenwich</p>
<p><b>Unit of Assessment:</b> (UoA 25) - Education</p>
<p><b>a. Context</b></p> <p>The University of Greenwich REF 2014 submission for UoA 25 Education is made by a team of university educators strongly committed to educational research relevant to, linked with and impacting on local, national and international communities, practitioners, researchers, students, policy-makers and professionals. The UoA is mainly situated within the School of Education, supplemented by cross-university educational researchers from the Educational Development Unit (EDU). Research-active staff in the UoA together represent evidence of significant growth and development in research, scholarship, knowledge transfer, partnership, enterprise and development activity at three levels of advanced, intermediate and early career research since submission to the last assessment exercise in 2008.</p> <p>Clear indications of growth and impact over the last few years demonstrate gradual achievement of ambitious strategic R&amp;E targets that encompass significant future development of the School as a dynamic centre for education research. In 2013, the School united with the School of Health to form a new Faculty for Education and Health. A further transformation in research culture will result, expanding the School's capacity to generate excellent research with significant impact on user groups. This will consolidate and enhance the UoA's current impact on its user groups, beneficiaries and audiences, which are:</p> <ul style="list-style-type: none"> <li>• primary schools, play and childhood studies leaders and teachers in the UK;</li> <li>• Further Education/VET College leaders and teachers in the UK;</li> <li>• Initial Teacher Training providers across all phases in the UK;</li> <li>• Higher Education institutions and policy makers in the UK, Africa and Australia.</li> </ul>
<p><b>b. Approach to impact</b></p> <p>During the assessment period, the professional process of planning, designing and writing funding bids has been led by impact considerations. For this to happen, our research users play an integral role in the formulation and execution of projects from start through to finish. They have been instrumental in planning the unit's future strategy for research, and guide decisions made within the School of Education when choosing funding opportunities.</p> <p>The unit undertakes needs analysis of partners and other stakeholders in the education sector which closely informs all research decision-making processes. Research in this unit has therefore been designed to directly influence both practice and policy, through a variety of dissemination and engagement channels. Examples are given below.</p> <p><b>i. Impact on practice</b></p> <p>Buoyant relationships between the School of Education and its 700+ regional early years, primary, secondary, youth and community, further and higher education delivery partners provides a rich network within which to disseminate findings and create the possibilities for impact. Work with professional partnership schools has led to research within our partners' institutions, and to consultancy and CPD within these institutions and beyond. For example, Dr Ade-Ojo's qualitative research studies on the literacy requirements of students in FE colleges directly led to consultancy work (NRDC 2009, Westminster Kingsway FE College Consortium 2010); Professor Lambirth's work: Leading Poetry (2010-11), Poetry Champions (2011-12), and Effective Teachers of Poetry 2012-13 in South East Primary Schools, led to consultancy and CPD work (Sevenoaks Primary Cluster 'Ways with Words' project 2013-15).</p> <p>New relationships with the Royal Greenwich Teaching School Alliance has led to Lambirth leading this group's research committee, planning maximum impact from joint projects.</p> <p>The Director of Research for the School meets regularly with Senior School Improvement Advisors from Kent Local Education Authority. Conferences for teachers are planned together and projects are brokered and established with clusters of head teachers, e.g. Kent Teacher conference 09/13.</p>

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These projects are planned by users and researchers and combine research and development to deliver maximum impact

Professor Jill Jameson's research on Trust and Leadership has impacted on the Learning and Skills Improvement Service (LSIS) Executive Leadership programmes for FE Principals, and on Metropolitan Police Service Critical Encounters – conflict resolution encounters between young people and the police, with Second Wave Youth Arts in Deptford (My City, Real World, 2010).

### ii. Impact on policy

Professor Ian McNay's (2009, 2011) work on research assessment exercises has influenced those reporting on policy in Australia (Evaluating University Research: The British RAE and Australian Practice). The on-going research influenced the organisation of research and links between research and teaching, influencing the decision to give fuller recognition to impact and professionally relevant work in the UK REF.

School academics disseminate at conferences and hold positions in a variety of educational associations: BERA, SRHE (Jameson), UKLA (Lambirth), SRHE Fellow; UALL Trustee, (McNay), SRHE Fellow (Ainley).

Academics in the UoA plan supportive activities to maximise the likelihood of impact on our main user-groups in the following ways:

- To develop relationships with key users, Professional Partnership meetings are held regularly with schools, colleges and departments with whom they are directly attached. In addition to professional issues, UoA research is presented to partners for potential use.
- School dissemination processes for research ensure that student teachers in all ITE departments are briefed about research findings and encouraged to utilise findings in their practice within partner schools and colleges.
- School research centres (Centre for the Study of Play and Recreation; Literacy Research and Development Centre; Centre for Leadership and Enterprise), which have been established using institutional HEIF and other monies, hold conferences for existing and potential users to disseminate their research and form new alliances with end users.
- The Literacy Research and Development Centre has QR funds for termly seminars with users: teachers, local authority advisors and heads, to establish needs and disseminate research findings.
- Members of academic staff are funded by the School departments to give conference talks and seminars for academic as well as non-academic user groups.
- The School Business Development Manager assists in seeking funding opportunities that will lead to research that can directly impact upon our main user groups. Tenders are targeted at specific expert groups within the School to generate bids.
- The School Professional Development manager seeks CPD development contracts with schools to enable research and development to be combined to lead to maximum impact in the schools involved.

### c. Strategy and plans

Since 2013, the School is part of the Faculty of Education and Health. A joint research and enterprise strategy will be developed to ensure that impact is maximised across the fields of Education and Health for key user groups. The new faculty will boost the generation of excellent research and enterprise outputs. With greater emphasis on impact, the School of Education will adapt its strategy and plans to include the following activities:

- actively seeking research funding to provide maximum impact for non-academic user groups within the education sector;
- identifying the potential impact of new research projects in the planning stages to be integral to the process;
- ensuring that the principle of involving stakeholders and potential users throughout the project from planning to dissemination is part of the School research strategy;
- continuing to increase partnership consultation groups to identify need in education sectors;

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- continue to combine empirical research activity with practical CPD work involving schools in projects (including action research) to enrich understanding of teaching and learning;
- working with international education academics, schools and colleges to boost the reach of impact, including submission of bids for European tenders as one of our priorities;
- building capacity in the seven research groups within the School. Main centre priorities will be to target research opportunities for maximum impact on non-academic user groups.

The School will create a new impact planning and evaluation framework to clarify relationships between research and impact, specifying impact indicators/measures in all research projects.

#### **d. Relationship to case studies**

The two case studies submitted to REF 2014 of research investigations are typical of the UoA and have had an impact on specific user groups.

Professor Lambirth's work demonstrates the School's impact on local partners – in this case primary schools in South East London – and how the findings from research studies have been cascaded through a series of on-going research and development projects with teachers and by local dissemination that leads to international dissemination, increasing impact-reach by teachers and researchers at conferences.

Professor McNay's longstanding work in the field of higher education has had great significance. The McNay case study demonstrates the UoA's ability to impact nationally and internationally. As a result of McNay's work the UoA has a strong knowledge base and record of outputs in the study of higher education, linked with SRHE and wider partners.