

<p>Institution: Anglia Ruskin University</p>
<p>Unit of Assessment: UoA 25 Education</p>
<p>a. Context</p> <p>The main non-academic beneficiaries of our research are employers, public and third sector practitioners, stakeholders, patients, community groups, young people and children. Our research impacts nationally and internationally with benefits that include: practitioner training for outdoor education for the early years; influencing policy development – ‘The Early Years Learning Framework for Australia’; the provision of online health and safety training for an employer; developing research tools aimed at improving the patient experience; and support for teachers in the education area of active citizenship and decision making processes. We collaborate with, for example, County Councils, Teacher Training Networks, Professional Associations, Government Bodies, NHS Foundation Trusts, all of whom draw benefit from our research.</p>
<p>b. Approach to impact</p> <p>Anglia Ruskin University’s <i>Research and Scholarship Strategy 2012-2014</i> emphasises ‘the dissemination of our research to achieve impact – economically, culturally, socially and on quality of life’. Reflecting this and policies at faculty level, the unit has actively pursued opportunities to contribute to professional practice as well as policy and practice debates.</p> <p>At the institutional level, support to achieve impact through presentations to practitioners and stakeholders includes provision of staff development funds, while the expertise of the marketing team and the International Office support dissemination of research findings to relevant audiences and facilitate international participation. The Anglia Ruskin Research Online (ARRO) open access repository was established in 2010 to showcase and preserve the research outputs of members of the university community and to ensure that research outputs are publicly available. Impact through critical contributions to media debates is also supported, with each research project having its own public relations strategy in line with the institution’s media policy. At unit level, senior staff are members of the faculty’s Professors’ and Readers’ Board, which meets six times per year, contributing to the development of policies and infrastructure to promote impact. They also support unit members to draw on the institutional support available and maximise the impact of their research. At research group level we:</p> <p>Seek to build and enhance contacts with our service users, professionals and practitioners to enable knowledge transfer. We have achieved impact as follows:</p> <p><i>Providing educational and training resources.</i></p> <ul style="list-style-type: none"> • In providing research-based training geared to employers’ needs, Holley (2012) developed a 3D Virtual World Warehouse for the Chartered Institute of Logistics and Transport (CILT). Designed to improve health and safety, it helps operatives identify potential hazards, and is used as a staff induction tool by Clipper Logistics via their 27 national sites. Available on the CILT website, it has been accessed on 90 occasions since January 2013 by transport professionals in India, Nigeria, Pakistan, the USA, UAE, Kenya, Romania and the UK; ‘in world’ 193 visits occurred, with 87 of visitors undertaking all the activities. • Sharpe organised, as part of the ESRC Festival of Social Science 2012 Youth Voice: a ‘Day of Active Citizenship’. Engaging with 25 young people drawn from organisations like Young-Lives, YMCA, and Essex Youth Assembly, the objective of the day was to examine evidence, debate and respond to a series of real world scenarios. The young people were invited respond to the social problems identified and present their solutions. From the outcomes, Sharpe produced a cartoon strip capturing key moments of the decision making process that is available on the ESRC website: (http://www.socialscienceforschools.org.uk/news/blog-2013/jan-2013.aspx) to support teachers in the education area of active citizenship and decision making processes. • Mansour led researchers in securing our unit as a World Health Organization (WHO) complementary site for the ‘Evaluation of the Multi-professional Patient Safety Curriculum Guide’ (2012) and was asked to contribute to the next phase of the WHO project. Mansour was invited to be a keynote speaker, to talk about the UK perspective at the ‘WHO Patient Safety Curriculum Guide’ session for the 29th International Society for Quality in Healthcare Conference 2012 attended by an international audience. • Through our response to employer needs we have developed Professional Doctorates for

Impact template (REF3a)

Education and Health and Social Care. Our impact extends to the national setting with the unit's collaboration, since 2012, with the Multiple Sclerosis Society who fund two doctoral students.

Disseminate research findings to stakeholders to improve practice

- Engaging with the Young Essex Assembly, Sharpe facilitates and provides research experience to enable the group to contribute effectively to the design, delivery and evaluation of Council Policy and Practice (eg. Essex County Council Children and Young People's Plan 2010-2013).
- Publication of our research findings is targeted at journals for practitioners and professionals.

Run a number of workshops, seminars and conferences to which stakeholders are invited to develop and share best practice and our research findings

- The 'Training Partnerships for Children with SEN-D (Special Educational Needs and Disabilities)' Conference (2013) organised by Peter linked to her leadership and facilitation of, the Eastern Region SEN-D Initial Teacher Training Network. Members of this Network attended and contributed to the conference, the focus of which was children with learning difficulties caused by conditions such as Foetal Alcohol Spectrum Disorder and the survival of very premature babies.
- Waller and Lane, in collaboration with South Essex Partnership University NHS Foundation Trust and the Childhood and Youth Research Institute (CYRI), organised a conference for secondary school teachers, support staff, counsellors and mental health professionals entitled 'Barriers to Learning: Identifying and Supporting Pupils with Mental Health Difficulties' (27/06/2013).
- Members of the unit organise and contribute to the CYRI seminars, lunch time and evening seminars attended by Head Teachers, Local Authority Advisors, teachers and practitioners in addition to staff and research students. Eleven events were attended by over 150 Head Teachers, Local Authority Advisors, teachers and practitioners, as well as staff and PhD students.
- Sharpe is working with Walsall Council, Children and Young People's Support Services, to develop an EU focused online Child Protection tool to help children and young people experiencing neglect and abuse with recognition, telling and sources of help. This follows engagement with invited groups of young people and officers from Walsall Council in April 2012 to develop the concept idea for the game-infused site.

Encourage staff to participate in national and international task forces designed to address policy development and enhance practice

- Moyles' research on encouraging play in early years settings informed the Association for the Professional Development of Early Years Educators (TACTYC) response (2011) to the Early Years Foundation Stage curriculum consultation by the Government.
- Knight's work on Forest School continues to attract significant interest. Knight is the Forest School Association (UK-wide) deputy chairman, and her role was filmed for a DVD produced for Surrey County Council Early Years Advisors, and launched at their conference in May 2013.
- Andrew, as a member of the Patient Reported Experience Measure workstream for the national Chronic Obstructive Pulmonary Disease (COPD) audit programme is developing research tools to understand and thus improve the quality of care and services provided for COPD patients in England.

Engage with the public to generate debate and challenge modes of thought

- Knight has given a number of regional and national radio and television interviews, drawing on her research, that have contributed to debate around policy for outdoor play. Her television interview on BBC 1 (07/03/2012) reached an audience of over 5 million and contributed to a Times article (30/03/2013) on the importance of outdoor play (393,978 print; 366,787 online).
- Cook contributed to the 'Teacher Training Issues' for Channel 5 News, September and November 2012 (reach 2 million listeners).
- Feist took part in a Guardian 'Top Tips for trainee teachers': a live chat forum, as an invited expert (17/08/2012) with a reach of over 1.9 million persons.
- Kelly's research concerning the stereotyping of nurses in the 'You-Tube culture' had a reach of 10.7 million people including reports in national newspapers eg. The Telegraph (front page, 20/02/2013); interviews for television eg. Sky News (19/02/2013), national radio (BBC Radio 2, 20/02/2013) and international internet sites eg. Het Nieuwsblad (25/10/2013).

Encourage staff to seek external funding to enable networking, public engagement and development of impact.

- International Partnership - working towards the design of effective tools to measure the effectiveness of programmes to reduce gang violence and strengthen communities, particularly following the unrest in London August 2011, Sharpe was awarded a British Academy International Partnership and Mobility Grant (2012-13). With Prof. Julie Gardner-Meeks (University of the West Indies, Caribbean Child Development Centre) Sharpe gave a public lecture and ran an inquiry workshop for practitioners in Jamaica. The same activities were undertaken in Cambridge (with participants from, for example, British Red Cross and Peaceful Solutions programme of the Jamaican Red Cross, Kids Company, Office of Children Commissioner, and the Citizen’s Security and Justice Programme Jamaica). Research is on-going to better assess the effectiveness of programmes designed to reduce gang and youth violence and strengthen communities:
http://www.anqlia.ac.uk/ruskin/en/home/microsites/cyri/our_research/towards_ending_gang.html;
<http://myspot.mona.uwi.edu/proffice/uwinotebook/entry/4864>).

C. Strategy and plans

Reflecting our university’s long-standing commitment to ensuring the impact of our research, Anglia Ruskin University has developed a Research Impact Strategy. In line with this strategy (Annex A of the *Research and Scholarship Strategy 2012 – 2014*), the unit is working to enhance our focus on creating and evidencing impact. An impact plan is now developed for every research project and a systematic approach is taken to tracking and capturing impact using existing sources such as policy documentation and audience information. Beneficiaries are also engaged at an early stage of project development in supporting the achievement and evidencing of impact, for example through embedding relevant processes in contractual arrangements. Staff appraisals focus on impact alongside the generation of outputs to ensure that unit members’ objectives include impact and that support to achieve it is provided.

The university is a signatory to the National Coordinating Centre for Public Engagement’s *Manifesto on Public Engagement* (July 2013) and is committed to using the support available to develop its work in this respect. At the institutional level an Impact Working Group of the Research Committee has been established to further embed impact in the research environment, establish systems to record and track evidence of impact, advise on staff development needs, monitor best practice in the sector, ensuring it is shared across the institution, and implement the *Concordat for Engaging the Public with Research*. In line with these strategies, the unit will work to build on the successes it has achieved during the REF period to:

1. Develop the activities of the Application of Learning to Practice (AL₂P) Research Cluster across the unit
2. Continue to share best practice and new mechanisms for increasing further beneficiary and public engagement and advise researchers on improving the impact of their research
3. Further build on our contacts with our service users, professionals and practitioners to enhance knowledge transfer
4. Continue to participate in national and international task forces designed to address policy development and enhance practice
5. Increase the scope and scale of our seminar series, workshops and conferences to achieve the active participation of potential beneficiaries.

d. Relationship to case studies

Our case studies exemplify the unit’s approach to achieve impact:

- a) In influencing early childhood policy and developing playful pedagogy, staff participated in national and international task forces designed to address policy development and enhance practice.
- b) The contribution to the education of nursing and healthcare professionals was achieved through building and enhancing contacts with professional and practitioners to enable knowledge transfer.