

<p>Institution: University of Roehampton</p>
<p>Unit of Assessment: Panel C, UoA 25 Education</p>
<p>a. Context</p> <p>The central aim of the research undertaken by the School of Education is to facilitate positive change in education that will enhance the lives of young people in ways that are innovative and empowering. The research ranges from early years to higher education, achieving impact by working closely with partners in early years settings, schools, colleges and higher education institutions. We also realise impact by influencing policy makers and policy in a variety of contexts, including individual institutions, local authorities, and national/international networks. The main beneficiaries of our research fall into two main categories: practitioners & pedagogic practice; and policy makers. This commitment to ensuring the public benefit of our research is evident across all four of our research centres: the <i>Early Childhood Research Centre</i> (ECRC); <i>Beliefs, Rights and Values in Education</i> (BRaVE); the <i>Applied Music Research Centre</i> (AMRC); and the <i>Centre for Educational Research in Equalities, Policy and Pedagogy</i> (CEREPP). Each of these centres conducts high-profile research with significant impacts and international reach.</p> <p>Benefits to practitioners and impacts on pedagogic practice are evident in a range of contexts. Research in early childhood has had a major influence on the approach of early years' practitioners and enhanced service provision in nurseries (between 12 and 24 nurseries in each of 16 English local authorities) reaching at least 1000 babies and children under three. The ECRC has an established reputation for consultancy work based on research, for the development of Continuing Professional Development work for nursery practitioners, and for the development of research-based curriculum frameworks. This work has improved the efficacy and emotional well-being of early years' practitioners (as documented in practitioner' evaluations) and improved their creative thinking. Similarly, research in the BRaVE centre has enhanced professional and pedagogic practice in school teaching internationally. For example, two joint BRaVE/CEREPP Comenius funded projects 'Images and Identity: Teaching Citizenship through art' and 'Creative Connections' have been conducted in collaboration with EU universities in seven countries. This work has enhanced understanding of citizenship among teachers and students - directly involving 25 schools across Europe - with the materials being extensively downloaded and used to launch projects by teachers from around the world. Research undertaken in CEREPP has influenced pedagogic practice in higher education. For example, the research of Crozier and Burke on the Formations of Gender and Higher Education Pedagogies project (funded by the HEA, 2010-12), developed lecturers' inclusive and reflexive pedagogies across a range of subject disciplines. The Applied Music Research Centre is transforming specialist provision and pedagogy in schools catering for students with profound learning difficulties, by emphasising music education rather than therapy, as demonstrated by Ockelford's Sounds of Intent project (see case study). Research in this area is also having an impact on industry through commissioned research and consultancy projects with the BBC in relation to their 'autism season' in 2011.</p> <p>In terms of influencing policy, a particularly successful area of our work is in the ECRC, where Elfer's research and the Key Person approach has influenced policy over a sustained period (see case study). Similarly, work undertaken by Robson has supported strategic change, and enhanced ECS services, in the Private, Voluntary and Maintained sectors internationally. For instance, Robson has acted as an Expert Panel member to the Tickell review of the EYFS. Research in Higher Education has influenced HEI admissions policies, for example, at the University of the Arts, London and University College Dublin. The reach of impact in this area also extends beyond the UK through collaboration with the University of Nis, Serbia, which is enabling research undertaken by Burke and Crozier to contribute to national policy of widening access to university education in Serbia. Epstein and O'Flynn, have drawn on their research, extensive curriculum development work, and creation of resources for teachers, in the area of sex and relationship education (SRE) to support Labour Baronesses Lister, Hughes and Jones in drawing up an SRE amendment to the Children and Family Bill.</p>
<p>b. Approach to impact</p> <p>We have been active in enhancing the impact of our research on practitioners & pedagogy and on policy makers to extend its reach and increase its significance. We have engaged with the primary users of our research to effect change in three ways: 1) by communicating our research insights to</p>

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specific practitioner and policy making audiences; 2) by providing commissioned consultancy to practitioners and policy makers, ensuring our research has impact; 3) by collaboration and formal partnerships with the key users of our research.

Evidence of our approach to targeted communication is marked in all research centres. For example, Elfer drew on his research to challenge proposed policy changes in relation to early years and nursery provision. This led to invitations to submit evidence to Parliamentary Select Committees and a House of Lords working group (see case study). More traditional media outlets have also been used to communicate research to relevant practitioners. For example, Burke contributed to the Times Higher Education (Art for a Few) and Crozier to the Times Educational Supplement (Race and Education) and they have produced briefing papers on Gender Formations and Higher Education Pedagogy. Similarly, Olmedo has written articles for Cuedernos de Pedagogia, a Spanish journal for practitioners. Research findings have also been communicated to broader public audiences, to increase the reach of our research. For example, Moreau was interviewed about her research on teachers and gender for the BBC's 'The Other One Show', and international Radio Novela and Radio Mon Pais, Toulouse. The wider communication of research has been notable in the AMRC. For example, Hargreaves has discussed his research on the effects of music on hospitalised children on Radio 4, and appeared on BBC1's The One Show, to discuss his research on 'elevator music'. Ockelford has developed a wide public audience for his research, including appearances on BBC Radio 3 and 4, and by delivering a TED Talk, alongside Derek Paravicini which has received over 500,000 views since it was first posted to the website in August 2013. Terzi has presented her work on the capability approach to SIE widely including to 3,352 practitioners at an International Congress in Italy in 2011

We also achieve impact from our research through both formal and informal consultancy. Researchers in the Early Childhood research centre have worked on consultancy projects with non-academic partners including Eton House International Education Group Singapore, Bedford Charity, London Early Years Foundation and Montessori Region, Open Society Foundation, European Commission, ESCALATE and a wide range of local authorities since 2008. They have created particularly strong CPD in this area (for example, Elfer, case study). Other examples of ECR consultancy include Urban who is Senior Consultant for the German Bertelsmann Foundation, Early Childhood programme and for the Open Society Institute. BRaVE also acts in this capacity, for example, Terzi is an expert consultant on inclusive education for UNICEF. In relation to Higher Education research, Burke has acted as external reviewer for widening participation at University of the Arts London and as external reviewer of the Access and Lifelong Learning Centre at University College Dublin. This profile contributed to Burke's invitation to participate in a HEFCE/OFFA meeting for the planning and development of the national policy for widening participation in England (June 2013). Consultancy projects are also undertaken in the AMRC for a wide range of groups, including: Associated Boards of the Royal Schools of Music, BBC, Yamaha (UK), Qualifications and Curriculum Development Authority, 4 Children, London Symphony Orchestra and the Norwegian Academy of Music.

Collaborative relationships and formal partnerships have been central to our evolving approach to impact. For example, researchers have developed close links with the professional organisation SEDA (Staff and Education Development Association) and through them we reach Widening Participation Officers on a national scale. As well as the two Comenius projects outlined above, the Sounds of Intent project (see case study) demonstrates the value of a network of partnerships with specialist provision schools nationally. We have emphasised the importance of strong, sustainable relationships. Since 2012, the School has developed a strategy, led by a Deputy Director, which puts partnerships at the centre of our work. We are continuing to build these relationships through working groups and management boards, including membership drawn from school and early years' professionals, and headteachers. For example, Wilkins is involved in a school governor advisory group as part of his ESRC-funded project looking at school accountability and stakeholder education (SASE).

Support for impact:

A broad range of support is provided to help staff with these impact related activities. External training on engagement and impact has been provided for researchers since 2012. In addition,

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one-to-one training and advice is provided on an *ad hoc* basis by a Senior Research Officer appointed to help with institutional development of impact. The School has also appointed two Research Facilitators to provide guidance and support for the research-led engagement and partnerships. We have included impact in individual research planning and formally recognise it in the university's criteria for appointments and promotions. Impact also features strongly in the School's annual business plans and workload models. In addition, departmental funds are made available for impact activities, and for seed-funding of research activities with significant impact potential. Individual researchers are further supported by a research mentor and other senior academic staff. We have created an impact working group to highlight good practice, to support staff through peer-review of project plans and funding bids, and to focus on outlining 'pathways to impact'. The departmental Research Advisory Group oversees this work as part of its responsibility for monitoring impact and advising on strategies for its development.

c. Strategy and plans

The School of Education is actively developing a strategy for impact which both places research excellence at its centre, and seeks to increase capacity to maximise our potential in this area. In particular, we will continue to target practitioners and pedagogic practice, and policy makers, as the primary users for our research. We will achieve this through increasing our capacity for applied research and consultancy, and through enhancing our communication with these users.

We are increasing our capacity for applied research and consultancy projects by creating a new practice-based research profile as part of our broader strategic move towards building expertise in the school in undertaking and applying practice-based research. This will be led by a recent appointee who has a strong track record in commissioned and applied research from his previous role as a Director at NFER. His remit is to: build closer links between research staff and those funding bodies which focus on impact outcomes; build strong partnerships with schools, colleges, LAs, funding bodies and other stakeholders to help shape the direction and impact of our research; and to develop CPD courses and SIE related professional services for schools derived from our research. We have increased our capacity and expertise in engaging with practitioners and policy makers by appointing a Strategic Projects Officer to enhance our communications with these groups. Her remit is to provide strong support to academic colleagues to ensure the most effective transition of research insights into impact. Her role includes equipping researchers with the skills to maximise impact by communicating effectively. She will also act as a conduit to policy circles, by drawing on her experience as a lobbyist embedded in the Westminster community. In order to communicate directly with practitioners and policy makers, we are also developing a high profile series of external research-based lectures.

Our specific plans for impact build on existing research excellence, and also the innovative application of research expertise in new contexts. For example, following the growing success of Sounds of Intent (case study) we are increasing our capacity in the provision of special needs education, with the appointment of a Professor in Education Psychology and SIE. Drawing on this leadership, the School will develop a professional aspect to work in this area, which will contribute to the development of impact more broadly. We are also exploring more innovative applications of research, for example, building on Mahony's British Academy funded project on evaluating building schools for the future and social justice, Stables (in collaboration with Oxford University) is co-directing the AHRC funded Design Matters project, which is a unique collaboration between educationalists and architects. The impact of this project will include recommendations on desirable standard design features for new-build schools.

d. Relationship to case studies

The impact success of 'Sounds of Intent' and 'The Emotional Dimensions of Nursery Life and Learning', demonstrate the efficacy of the engagement strategies described above. Underpinned by excellent research and facilitated by wide ranging staff support, the case studies have demonstrated their success in communicating to broad user groups, consulting with key users and policy makers, the benefits of collaboration and partnerships in the case of Sounds of Intent, and the impact for staff, babies and the youngest children in nursery in the case of the Emotional Dimensions of Nursery Life.