

<p>Institution: University of Warwick</p> <p>Unit of Assessment: 25 Education</p> <p>a. Context</p> <p>Warwick's Education Unit of Assessment comprises three centres: Centre for Education Studies (CES), including the Warwick Religious Education Research Unit (WRERU), (Warwick Institute of Education (WIE) until 1.10.13); Centre for Educational Development, Appraisal and Research (CEDAR, with Centre for Education and Industry: CEI); and the Centre for Applied Linguistics (CAL). Together, these specialised units produce a comprehensive programme of Education research which has for many years prioritised impact on policy, practice, and public debate. WIE's reconfiguration has increased emphasis on interdisciplinarity, collaboration and breadth of engagement beyond schools/colleges/early years. Beneficiaries include policy-makers, commissioners, practitioners, and the wider public through more equitable decision-making.</p> <p><u>Types of impact and beneficiaries</u></p> <p><i>Influence on policy:</i> We have a positive influence by providing policy-makers at local, national, and international levels with leading edge research with direct relevance for policy. This has been achieved through a combination of directly commissioned evaluations of government-funded schemes, and through independent research presented to policy audiences.</p> <p><i>Influence on practice:</i> There are numerous groups of practitioners in the educational context, ranging from school teachers and university educators through health professionals, the creative industries, to third sector organisations and commercial users of research. We aim to inform best practice through evaluation of training schemes, provision of teaching and learning materials, and collaboration with organisations and practitioners to enable them to improve their performance.</p> <p><i>Influence on public debate:</i> We understand 'public' in the broadest sense and our research has engaged a wide range of constituencies, from specific groups such as parents of children with speech, language and communication needs (SLCN) e.g. working with Afasic to produce a parent newsletter (<i>Afasic Abstract</i>); major public debates, e.g. Westminster 'Faith Debates' (<i>Jackson with Richard Dawkins: AHRC/ESRC Religion and Society programme</i>); through to the general public.</p> <p>b. Approach to impact</p> <p>Impact is a fundamental aspect of our research, together with high quality and ethical practice. We achieve this through carefully identified research programmes, a range of practical support mechanisms for staff and a culture of engagement with external stakeholders.</p> <p><u>Impact within the Research themes</u></p> <p><i>Equity:</i> Research covers access to education opportunities for children and young people who are socially disadvantaged or have special educational needs or disabilities (SEND) e.g. evidence from CEDAR's evaluation of the <i>Parenting Early Intervention Pathfinder (PEIP)</i> led to the government funding every English LA to implement evidence based, targeted parenting programmes for >6000 parents of children with behavioural difficulties, resulting in strong positive effects on parenting skills and children's behaviour (<i>Lindsay</i>); <i>Maguire's</i> research findings, that tailored support for young people not in education, employment or training significantly improves their likelihood of finding and remaining in work or education have been adopted at local and national policy level by direct engagement with the Education Select Committee and BIS.</p> <p><i>Teaching, Learning and Professional Practice:</i> Research which examined the qualifications awarded to new school principals in South Africa (<i>Bush</i>) led its Council of Education Ministers to rule that all new principals must take the qualification within three years of appointment. Following plenary talks to practitioners in Sweden (2009-12) on her research into young language learners, a book co-edited by <i>Pinter</i> has been sent to every state school in Sweden. Researchers also collaborate extensively to develop materials to support teaching and learning among professionals, e.g. the Knowledge Transfer Partnership with Leicester East PCT to develop training materials for early years workers with children with physical difficulties (<i>MA Cullen, Lindsay</i>); and the <i>Better Communication Research Programme (BCRP)</i> evidence-based resources helping teachers and speech and language therapists (SLTs) to develop their practice (<i>Lindsay, Bakopoulou</i>).</p> <p><i>Culture, Communication and Identity.</i> Research into professional communication, including in intercultural contexts, has been accompanied by engagement with professionals: communication practices of medical practitioners and of business people in Hong Kong has led to feedback and training sessions with those employees (<i>Schnurr</i>); and research-based resource materials to promote intercultural competence have been developed and used for training by educational, commercial and third sector organisations worldwide (<i>Spencer-Oatey</i>). WRERU's research has</p>

Impact template (REF3a)

made a strong impact on European policy and practice, via the Council of Europe and the Organisation for Security and Co-operation in Europe as well as through international projects such as the Tony Blair Faith Foundation's Face to Faith project.

Childhood. Research within this stream aims not only to influence policy that affects children, but to directly impact upon children themselves through involving them in the design and dissemination of research, e.g. *Christensen's* 'New Communities, New Citizens' which invited the young people to give presentations alongside the academic staff at a practitioner-oriented conference.

Methods

Development and Utilisation of E-infrastructure. Many initiatives have enhanced the digital communication of research findings to maximise audience reach. CAL researchers have delivered online short courses to professionals previously unable to participate in face to face settings, greatly facilitated by two e-infrastructure provisions: the University's state-of-the-art CISCO telepresence suites and WebEx desktop conferencing software, along with CAL's GlobalPAD portal, which has two main sections - an Open House section providing open access resources and a Store section for the purchase of educational products. *Campbell's* work on Gifted and Talented Children has been used to develop Warwick's IGGY (International Gateway for Gifted Youth) that supports gifted children internationally. A University-funded digital strategy includes translation of our research materials into the world's most commonly spoken languages and the creation of many new electronic outputs from the UoA, including podcasts and films about our research, to increase their global reach.

Commercialisation of Products. We have developed educational products for purchase by individual students/employees and departments/universities/companies throughout the world, e.g. the collaborative initiative with the British Council in Japan, resulting in the *Global TIES (Training in Intercultural Effectiveness)* blended course and British Academy and AHRC funded programme of research into English for academic purposes, which led to the development and provision of *ease (Essential Academic Skills in English)* materials (now online via our GlobalPAD portal), purchased by educational institutions and individuals in >30 different countries, sales income of >£126k.

Engagement with Practitioners. We engage with a wide range of practitioners, in the research and in both dissemination of findings and training based on the research, in order to optimise both the research and its impact, as demonstrated in all of our case studies. We deliver workshops to teachers and present at practitioner conferences, often following them up with relevant activities: *Spencer-Oatey's* presentation at a 'Global leaders' conference led to invitations from specialists in the automobile, oil and gas industries to collaborate to help them research their intercultural communication issues; British Council (Armenia) selected *Ushioda's* plenary presentation on language learner motivation (IATEFL 2010) to show (in video format) to >100 teachers. *Jackson's* work with the Council of Europe has had a wide impact on European practitioners of religious and intercultural education. We work with our PhD alumni to reach practitioners across the world e.g. our liaison with Hornby scholar *Kuchah* has led to repeat invitations to CAL staff to visit Cameroon.

Network building. The UoA has supported and facilitated a wide range of network building activities with external parties, from research design to dissemination events. In teacher training we have developed research-based partnerships with schools allowing innovative teaching styles to be piloted; developed an innovative curriculum for the Teacher Education programme; and created practitioner networks, e.g. the TELC network of teachers, teacher educators and researchers concerned with issues of teaching English in under-resourced or 'difficult' circumstances.

Administrative and skills support. The UoA has provided resources through the Faculty Impact Officer, research assistants employed to assist in impact activities, teaching buy-out and other practical support to enable researchers to undertake impact work. Specialist support is available, from Warwick Ventures, a University subsidiary, for making products commercially available and Warwick's Global Research Priorities programme, through which staff won a strategic Award of £20,000 from the Warwick Research Development Fund to investigate crisis leadership in global economic and security governance, with built-in impact-generating activities.

c. Strategy and plans

The UoA seeks to maximise the impact of its current and future research through a range of strategic objectives; some of these represent the continuation of existing good practice, while others are new initiatives that the UoA seeks to develop in the future.

Interdisciplinarity. Over REF2014 we have extended our emphasis on Education as a broad concept, resulting in greater engagement with colleagues in other disciplines e.g. the impact of the

PEIP's evaluation was enhanced by collaboration with Warwick Medical School (WMS) and economists, and led to the evaluation of the *CANparent trial of universal programmes* (Lindsay, MA Cullen, S Cullen with Stewart-Brown, Barlow from WMS), and to an 11-year interdisciplinary, study of early intervention, *A Better Start* (2013-24: Barlow WMS, Lindsay) designed to improve the development of children in socially disadvantaged families.

Commercialisation, marketing and business planning. We plan to extend our commercial product offerings on GlobalPAD Store. For example, we have nearly completed an app on referencing that draws on our *British Academic Written English (BAWE)* corpus and will seek funding to develop a suite of such apps on academic English. We have agreed with the British Council Japan to offer Global TIES in other countries and are adjusting the online materials to make them standalone; and we are collaborating with a major independent, non-profit organisation in Australia to develop a test to assess intercultural skills which will be sold worldwide. We recently started to collaborate with Warwick Ventures in managing our commercial products.

Publicity and Networking. We are expanding very significantly the scale of our practitioner networks, engaging more effectively with social media, building databases of contacts, and implementing a more effective marketing and dissemination strategy for our commercial products. Angermuller's DISCONEX team and the DiscourseNet network will build on their wiki page, where >3000 academic practitioners of discourse research are registered; Jackson's dissemination for the Council of Europe will continue in the 47 member states.

Collaboration with External Bodies. We will extend our collaborations with a range of organisations (eg commercial and third sector) who wish to benefit from our research by (a) offering them consultancy in our areas of expertise (eg in testing and in intercultural competence), (b) partnering with them in the development of commercial products; and (c) collaborating with them in researching issues of concern to them. We seek to expand funded dissemination in conjunction with external partners, to maximise and evaluate the impact of research, e.g. we are collaborating with The Communication Trust, supported by the Royal College of Speech and Language Therapists on a DfE funded project to embed the findings of the BCRP in practice.

d) Relationship to case studies

The submitted case studies exemplify our approach to impact in various ways, from applying our vision for impactful research (engaging a range of stakeholders in active networks) through to contributing to our growing use of digital and electronic resources.

Policy and practice. Our Global Skills case study primarily demonstrates research impact on practice with a strong international emphasis and a broad range of beneficiaries from education, industry, commerce. The others all demonstrate the strong impact of research on both practice and policy: a) protecting training schemes for aspiring actors and dancers with substantial economic benefits to the cultural sector, and developing teacher skills and the teaching of Shakespeare in schools; b) improving religious and intercultural education by influencing European education policy and developing teaching resources; c) improving the lives of young people with SLCN by influencing government policy and producing evidence based resources for teachers and SLTs.

Network Building. The SLCN case study exemplifies the benefits of cultivating strong networks of researchers to implement a complex research programme, policy makers (e.g. DfE), practitioners, and the voluntary and community sector, to engage in sustained, collaborative and explicitly policy/practice relevant research with impact. In a second case study, networks established via the European Wergeland Centre will maximise impact from WRERU's work with the Council of Europe.

Internationalisation. Two case studies demonstrate our ambition to influence international policy and practice agendas by taking research findings to new audiences. *Teaching about religions* demonstrates impact that expanded beyond its original European focus and has been influential worldwide. The *Global skills* case study of intercultural communication led to the British Council collaborating with the researchers to implement its 'Partnership' programme worldwide.

Digitisation. Two case studies demonstrate innovative approaches to the development of electronic resources including training materials on the *Global People* website (>22,000 downloads from almost 60 countries) and BCRP's *What Works?* resource (94,000 downloads in 4 months). Neelands' case study demonstrates the value of collaborative development of research-based training through *Teaching Shakespeare*, delivering online teaching to a worldwide audience.

Commercialisation. The case study by Spencer-Oatey and colleagues has demonstrated the potential for commercialisation which we will seek to expand in the future as a strategic objective.