

Institution: Bath Spa University
Unit of assessment: UoA 25 - Education
<p>a. Context Researchers in the School of Education conduct distinctive research into inclusion, primary science, international education and creativity, working in close collaboration with policy makers, professional bodies and practitioners. This focus drives impact on non-academic user groups as follows:</p> <ol style="list-style-type: none"> 1. Policy makers in the UK and international government and quasi-governmental agencies, such as UNESCO (Paulson 1,2, 3), Europe Central Asia Monitoring (Jones 2), the Swedish National Agency for Education (Skolverket) (Davies 1), Education Scotland (Davies 4) and the UK Department for Children, Schools and Families (now the DfE) (Mortimore 4). 2. Professional services, including educational subject associations and other professional bodies such as the British Dyslexia Association (Mortimore 1,3) Professional Association of Teachers with SpLD (Mortimore 1); the South African Association of Learning Differences (Mortimore 1, 2), the Association for Science Education - the largest subject association in the UK, (Davies 1); The National Society for Education in Art and Design - the leading national authority concerned with art, craft and design across all phases of education in the UK (Bianchi 1, 2); and the Shap Working Party on World Religions in Education (Cush 1, 3). 3. Educational practitioners, such as the 55 Special Needs Co-ordinators and 76 Teaching Assistants in 55 schools directly impacted by the <i>Dyslexia and Multilingualism</i> project (Mortimore 1) and the 13,527 science teachers from around the world who viewed McMahon's focused assessment materials online in 2009-10 (Case Study 1). In 2013, Rose gave several keynotes at practitioner conferences, such as the National College for Teaching and Leadership's 'Leadership for Learning: Securing Achievement and Progress'; the Service Children's Support Network and the Early Years Teaching Schools in England.
<p>b. Approach to impact Our approach to impact is to develop all new research projects in collaboration with relevant user groups and to support staff to develop impact plans when bidding for external research funds. The University Research Office reviews draft proposals against the impact requirements of specific funders, whilst the Head of Research in the School of Education helps staff identify key non-academic beneficiaries of research in development.</p> <ol style="list-style-type: none"> Impact on policy-makers in government and quasi-governmental agencies is supported by the development of our <i>Education Policy into Practice</i> unit (EPIP) in 2010, which has helped us make links between our research in the fields of educational inclusion and local and national government. For example: <ul style="list-style-type: none"> • Simon's work on the UK government's <i>Every Child Matters</i> agenda (Simon 1) has been linked through EPIP to the development of educational resources on children in care in collaboration with a local authority. EPIP's contact with Professor Sir Al Aynsley-Green, former Children's Commissioner for England, then led this resource to be presented at the House of Lords, thereby influencing government. • Rose's work on emotional resilience was seed funded by EPIP to pilot 'emotion coaching' programmes in two local authorities, leading to influence on local government policy in other parts of England (e.g. Leicestershire County Council emotion-coaching initiative) and national government agencies (the National College of Teaching and Leadership's policy on 'Quality for 2 year olds'). Based on her work in early years education (Rose 3) was requested to brief the UK Minister for Education and Childcare in 2013. • Davies was supported to brief the Swedish National Agency for Education (Skolverket) on the use of e-portfolios in science assessment (Davies 1), resulting in a pilot project

funded by Skolverket, which in turn influenced Swedish government policy. He was also supported to brief the organisers of a series of creativity seminars delivered by Education Scotland using the findings of a systematic literature review (Davies 4).

- Paulson was supported to advise the UNESCO Inter-Agency Working Group on Education in Emergencies Teaching and Learning Guidance Notes, which are made available to Ministries of Education and others working worldwide to improve teaching and learning during and after violent conflict and disasters. Her research was subsequently cited in an *UNESCO/INEE High Level Symposium on Conflict-Sensitive Education* (2013).
- Mortimore was supported to brief the UK Department for Children, Schools and Families in their development of *Understanding Dyslexia* materials for schools (2010).

2. Impact on educational subject associations and other professional bodies is promoted by the School of Education funding staff to join, attend and present at teachers' professional association meetings and conferences. Staff are granted remission from other duties in order to become committee members in these organisations in order to influence their policy and are encouraged to publish research findings with a practitioner focus in the associated professional journals. 29 such articles have been published during the REF period. Examples of these approaches include:

- Davies is regularly supported to present research findings at the Association for Science Education (ASE) annual meeting, attended by over 4,000 professional educators, and has published regularly in its professional journal *Primary Science*. Another member of the Centre for Research in Early Scientific Learning (CRESL) at Bath Spa University is South West Regional Chair of the ASE. This has led to ASE featuring recommended textbooks by Davies and colleagues on www.ase.org.uk.
- Mortimore has been supported to present at the British Dyslexia Association (BDA) conferences. As a result, the BDA includes her research findings in its CPD courses and features her research-informed textbooks on www.bdadyslexia.org.uk.
- Bianchi regularly presents at National Society of Education in Art and Design (NSEAD) conferences, publishes in its journal and has her work featured on www.nsead.org.
- Cush is a founding member of the *Shap Working Party for World Religions in Education*, regularly presents at its events and has received the Shap 2013 award for the development of the practitioner-focused website www.livingreligion.co.uk.

Impact on educational practitioners is supported through the School Partnership Office. The Office uses strong relationships with 600 schools and settings in the region to recruit research participants and disseminate outcomes. Our CPD Department, which leads cohorts of teachers researching their own practice, is also a source for both participants and dissemination. The cohorts of schools for CRESL's e-portfolio assessment project (Davies 1) were sourced from science subject leader courses run within the CPD department. Through publication of an online CPD resource ('floorbooks' as an approach to formative assessment in science), 741 teachers downloaded it in 2009-10. The findings from dyslexia research projects (Mortimore 1-3) have been incorporated into accredited CPD provision for teachers in partnership schools.

We produce an annual leaflet on research within the School of Education which is circulated to all partnership schools, leading to requests to present research at school-based conferences. For example, Cush addressed 200 teachers at *Leaders for Changing RE: Defining our Future*, which had immediate impact as teachers discussed how research could change their classroom practice. We also support staff to write text books, chapters and other teacher-oriented outputs to reach this group; 23 such publications have been produced within the unit over the REF period. We communicate our research to teachers and a wider audience through our website: www.bathspa.ac.uk/schools/education/research-in-education). This has stimulated practitioner debate on UK government policy initiatives such as 'Every Child Matters' (Simon 1, Gibson 2) and social mobility (Riddell 1).

c. Strategy and plans

Our School Research Strategy for 2008 to 2012 included an objective to 'provide support for applied research and work with partnership schools.' This was achieved through the establishment of our Education Policy and Practic Unit which bridges the gap between research and practice by setting up projects in partnership schools (e.g. 'emotion coaching' and 'in care in school') and taking research findings directly to teachers and other practitioners. At University level, the Inclusive Practice in HEI case study (Mortimore 2) was funded by a Bath Spa University Pedagogical Research Grant of £4,000.

The Bath Spa University Research Strategy has a key focus on driving impact through public engagement, aiming to develop 'new initiatives in dialogue with stakeholders to maximise the benefits of public engagement and knowledge exchange.' Within the School we have translated these into a specific educational focus for the period 2014-19 as follows:

- Collaborative research with teachers, using our partnerships with a wide range of educational settings and the opportunities offered by new models of teacher education to extend the impact of our work and foster a spirit of innovation and inquiry amongst practitioners. We will develop a new Institute for Education at our Hartham Park campus and appoint a Professor of Teacher Education, to identify and build links with educational settings across our partnership, develop joint research projects and extend the impact of current research upon the teaching profession. Target: two research projects initiated per year in collaboration with our school partners.
- Increased dissemination to a broad professional and public audience through our website and social media. We will highlight the work of each centre and group, with regularly-updated newsfeed and links to seminars, conferences and outputs in the institutional repository. Develop contacts with local and national television and radio organisations, providing media training to principal investigators. Target: 500 hits on research centres and groups webpages per year plus 1000 Twitter followers.
- Strengthening knowledge exchange with our partners in local and national government, educational trusts, businesses and professional organisations, both in the UK and internationally. This will be achieved through KTP discussions with our existing partners and by seeking new KTP partners in local and national government, other universities, educational trusts, businesses and professional organisations in the UK and internationally. Target: two successful KTP applications.
- Enhanced impact upon taught courses in our own and other universities, using our research findings to inform the development of new Master's degrees for international students and writing research-informed textbooks for use by other providers of teacher education. Target: four new MA awards built on the research expertise of our centres and groups. Four textbooks to be used by a range of providers in the UK and internationally in 2014-19.

d. Relationship to case studies

Both case studies have had an impact on each our target groups: policy-makers, professional bodies and practitioners. For Case Study 1, schools were recruited through our Partnership Office. In both cases, text books were published based on the research. The research underpinning Case Study 1 was disseminated through ASE conferences and professional publications. The work informing Case Study 2 was disseminated by the British Dyslexia Association, the Professional Association of Teachers with SpLD and the South African Association of Learning Differences. Case Study 1 built links with local and national government (Bristol and South Gloucestershire LAs and the Qualifications and Curriculum Authority), whilst Case Study 2 led to reciprocal partnerships with Bath & North East Somerset and Wiltshire Local Authorities and the Department for Children, Schools and Families (section b). The experience of researchers associated with both case studies has led to an appreciation of the importance of hard copy outputs and dissemination events for teachers, whilst the success of the online CPD materials produced from Case Study 1 has led to the greater emphasis on web communication in our impact strategy (section c).