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| Institution: The University of Huddersfield |
| Unit of Assessment: 25 Education |

a. Context

Our research seeks to inform professional and pedagogic practice as well as educational policy at international, national and regional levels. We focus on a number of overlapping themes: informal and public pedagogies; post-compulsory education and training; youth; educational policy; as well as community and adult education.

Our work addresses, firstly, regional, national and international stakeholders, including policy makers and politicians. Our research has informed policy formation at local authority and national levels. For example, Thomas's work on community cohesion has been used by Kirklees LA, he has presented his work to a House of Commons Inquiry and has had significant national media coverage. Bathmaker and Avis' work on FE teacher training was drawn upon in the OECD Reviews of Vocational Education and Training (2013), *A Skills beyond School Review of England*. Atkins and Simmons, Russell and Thompson's work on NEETs similarly addresses international, national and regional user groups, having been referenced by the Wolf Report. Orr and Robinson have provided evidence to the Commission on Adult Vocational Teaching and Learning on 16 January 2013.

The above work on community cohesion has also informed international agendas for example, European Union (2008) *The European Union Counter-Radicalisation Strategy: Evaluating EU policies concerning causes of radicalisation*; OECD/DAC, (2003) *A Development Co-operation Lens on Terrorism Prevention Key Entry Points for Action*; OECD (2011), *Reducing the Involvement of Youth in Armed Violence: Programming Note, Conflict and Fragility*. Our work on NEETs similarly addresses international agendas see for example African Economic Outlook (2013), *Who are the Unemployed, Discouraged & Inactive Youth in Africa?* Eurofound (2012), *NEETs – Young people not in employment, education or training: Characteristics, costs and policy responses in Europe*.

The second user group constitutes professional practitioners. Here our concern is for our research to impact upon professional practice. In this instance we reach out to groups such as youth and community workers, those working in schools/further education (FE)/community and adult learning(CAL) and teacher 'trainers' (school/FE/CAL). Work by Thomas and colleagues has involved action research approaches in collaboration with youth and community practitioners, contributing towards individual and organisational professional capacity building. Our *Centre for Research in Lifelong Learning and Social Justice* and research groups (*Policy; Social Cohesion; Teacher Professionalism and Public pedagogies*) engages with policy makers and practitioners. Our journal *Teaching in Lifelong Learning: a journal to inform and improve practice*, is specifically orientated towards knowledge exchange with practitioners. Our research on FE teacher training has been used to inform the development of teacher training in, for example, South Africa, New Zealand and Australia. Since 2011 we have been training vocational teachers in China at *Guangdong Polytechnic Normal University*, Guangzhou because of our expertise in creative and student-centred learning techniques. In 2013 we won the AGCAS research award for *The Employability Challenge, Skills for Life*, a research project carried out in partnership with *Guangdong Polytechnic Normal University* to explore the competencies employers in both countries expect of graduates. Our model of FE teacher training informed the development of FENTO standards and subsequent revisions. Jarvis is a member of the Education and Training Foundation's Practitioner Committee for the Development of Professional Standards for Teachers and Trainers in England. Fisher's work on subject specialism made a contribution to Service Skills Australia, (2009) *The new deal: workforce development for service industries VET practitioners*, and Simmon's and Thompson's work was drawn upon by EAP 75 (2008) *Report on the research on further education and training (FET) colleges in South Africa*. Similarly our work was drawn upon by Viskovic (2009) in a project funded by Ako Aotearoa National Centre for Tertiary Teaching Excellence *Survey of Literature Relating to Tertiary Teacher Development and Qualifications*, contributing to the development of tertiary teacher education in New Zealand. Our Centre's collaborative relationship with the Consortium and HUDCETT provides an important interface between practitioners, our immediate user community and the UoA. Through these collaborations we have produced reports for LSIS and other policy orientated bodies (HEA, Escalate, LSC), often

contributing to policy formation as well as to professional development (Robinson, Thompson).

Our third user group constitutes the wider public and reflects our civic engagement policy which has seen the institution of a public lecture series that operates an open door policy for the wider public. In addition we invite members of this constituency to attend our international seminar programme, but more importantly, have given public lectures in Barnsley and Oldham, areas of high deprivation. These activities sit alongside our media strategy with our research being reported in the press and members of the UoA regularly contributing to local and national radio as well as television.

b. Approach to impact

There are a number of strands in our approach to impact: working with regional and local policy-makers and practitioners. Our research has been commissioned, discussed and utilised by regional and local government, informing policy development and implementation. In addition we seek to facilitate professional development, knowledge transfer, and more generally are orientated towards strategies of public engagement. Our work with practitioners is illustrated by Thomas' research on *Prevent* which developed dialogically with practitioners and officers of the LA who were directly involved in its inception and on-going development. This ensured the research addressed practitioner interests and related directly to practice, ensuring maximum impact. This research contributed to LA *Prevent* policy in Oldham and Rochdale, addressing social cohesion. Thomas has participated in local and regional policy formation as well as contributing to national and international debates. He has given evidence as an expert witness to CLG Select Committee Inquiry into *Prevent*. Over and above his papers and books, he has been involved in an Anglo-French ESRC Workshop programme (RES-170-250001) comparing urban disturbances in Britain in 2001 and France in 2005. Thompson's research on the *Personal Development Plan* (PDP) for ITT in PCET has impacted directly upon practice. Arising from concerns about the efficacy of the PDP process funded by the LSC and involving practitioners in its inception and research, its findings have underpinned the redesigned PDP process (see Thompson, et al, 2009).

We contribute and regularly participate in the committees of our user communities. For example, Jarvis is a member of the Kirklees Children's Trust which has enabled her to broker the exchange of research expertise between the University and the region. Academics have presented their findings to the Trust and have undertaken research on behalf of *Children and Young People's Services*, such as Jarvis and Sanderson's work on parental choice and preferences as well as Russell, Simmons and Thompson on NEETs. Jones and Thomas jointly chaired the Kirklees Commission for Youth. Thomas is a member of the multi-agency Kirklees Cohesion Leadership Team. Russell is a member of the Kirklees NEET Strategy Group and Simmons is a member of the Kirklees RPA Strategy Group. Orr has provided evidence to, and serves on, the *Commission on Adult Vocational Teaching and Learning*. He is the convenor of the *Learning and Skills Research Network Yorkshire and Humberside* that promotes and supports practitioner research amongst its user community.

Our engagement with the Consortium and HUDCETT represents another aspect of our approach to impact. The Consortium provided professional development and qualifications accredited by the University of Huddersfield to approximately five thousand trainees in the sector between 2008-2013. The Consortium provides ready access to our user community in regional FE colleges and through our involvement with centre managers and college principals we are able to influence practice and policy well beyond our teacher training credentialising activities. For example, HUDCETT operates as the development arm of the Consortium and conducts research alongside the Consortium to support trainees, teacher educators and tutors in the sector. In addition Robinson steered the development of and is editor of *Teaching in Lifelong Learning: a journal to inform and improve practice*. The journal offers opportunities for publication for those practitioners new to research, as well as supporting students studying for professional teaching qualifications, within and beyond our region. The Consortium runs a number of conferences illustrating another element of our impact strategy. We have a series of *International Symposia* orientated towards practitioners, policy makers and local councillors. To date we have held four such events. In addition we hold two public lectures a year as part of our public engagement mission, drawing upon world class speakers.

Impact template (REF3a)

Another feature of our approach to impact is represented through our publication of practice orientated text books concerned with knowledge transfer, for example Glazzard's and Stokoe's, (2013) *Teaching Systematic Synthetic Phonics and Early English*; and Avis et al's, *Teaching in Lifelong Learning: a Guide to Theory and Practice*.

c. Strategy and plans

We aim to deepen and extend our current activities over the next five years, developing our role as a regional knowledge hub, producing high quality research whilst also contributing to evidence-based developments in policy and practice, thereby enhancing our impact. We have already authored a significant number of text books that address CPD and professional practice and aim to continue and widen this aspect of our work which provides an important interface between research and professional practice both here and abroad. We are particularly keen to develop texts that address our emerging research areas such as early years and primary education. A recent innovation has been our *International Symposia* designed to bring together national and international experts with practitioners and policy makers. We intend to further this particular agenda by regularly hosting such events. This will be set alongside our other public engagement activities: the University's research festival, the UoA's research conference, our public lecture series, together with the seminar programmes that derive from our research groups. The Consortium /HUDCETT and the journal *Teaching in Lifelong Learning* will remain features of our on-going developmental activity, playing a pivotal role in the relationship with local and national user communities. We aim to develop our outreach activities with user communities through web based materials via newsletters, research briefings etc. and we will enhance the use of social networks to communicate more effectively with all our user communities, whether local, regional, national or international. Importantly, our work on *Prevent*, NEETs, FE teacher training as well as our concern to develop research in the area of early years and primary education, addresses international agendas, ESRCs strategic challenges and millennium development goals.

d. Relationship to case studies

We aim to intervene in practice, make a contribution to policy debates and engage with the wider public. This represents longstanding practice in the UoA, being a feature of earlier RAE submissions (see for example, Cullingford, Halstead, Oliver) and illustrates our ethos. This is allied to our interest in writing texts that are readily accessible and practitioner friendly that serve to disseminate our research that can be drawn upon to inform practice. Our impact case studies have produced such texts (Simmons and Thompson; Thomas). In addition Thomas and Simmons have contributed to local and national radio and television, have delivered public lectures and keynotes at practitioner conferences, and have had work reported in the mass media. Simmons, Russell and Thomas and Jones serve on user group committees. Our practitioner orientated *International Symposia* serve a similar function, opening-up dialogue between international speakers, case study researchers, policy makers and practitioners. These serve as a model to be generalised further, particularly in relation to emerging research areas. The University and UoA provide media training and funding for conference attendance, committees and other activities. In addition there has been University and UoA funding for particular research projects, for example NEETs and *Prevent*, as well as sabbaticals (Thomas and Thompson). There is a close relationship between the case studies and the UoA's approach to impact which addresses three user groups: international, regional and national stakeholders (policy makers, politicians); practitioners; and the wider public. Use is made of a number of overlapping strategies - committee participation, working with practitioners and wider public engagement (books, lectures, media activities) that together enhance the impact of our research.