

<b>Institution: University of Brighton</b>
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<b>Unit of Assessment: C25 Education</b>
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<b>a. Context</b>
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The approach at the University of Brighton (UoB) to managing the impact of education research is closely aligned with our strategic aim to create high quality research knowledge that translates into professional education practice. The main beneficiaries of our research have been educational professionals, learners and local communities within a range of local, national and international contexts. The users can be grouped into four categories:

- formal schools, further education (FE) and higher education (HE) sectors (e.g. teacher training colleges in Zimbabwe, universities in South Africa)
- non-governmental and international donor organisations (e.g. Save the Children International, International Planned Parenthood Federation (IPPF))
- professional associations (eg Australian Vocational Education and Training Research Association and the UK Literacy Association)
- community organisations and learners (eg the community sector in Hastings, UK and in Nepal (REF3b)).

The types of impacts detailed in the two Impact Case Studies (ICSs) include: stimulating debates and informing course design and resources for alternative perspectives in teacher professional development; the translation of evaluation research into policy change and development in areas around children's rights and improved classroom learning, and; developing a range of strategic projects that change policy in organisations in the four user groups.

<b>b. Approach to impact</b>
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Our approaches are firmly grounded in the research environment and strategic priorities (REF 5) as they involve developing educators' pedagogical practices and promoting social justice. Researchers receive support from the Education Research Centre (ERC) and the university to engage with education communities in diverse cultural contexts using 4 key approaches:

*1. Partnerships with school, FE and HE sectors:* The ERC has established partnerships with local authorities, teaching school alliances and academies. Through these we jointly develop practitioner-engagement activities to stimulate debate and impact such as:

- conferences on pedagogy with digital tools for local teachers and youth workers, including iLearnTeach 2011, iCompute 2012, Mobile learning project 2013 (TURVEY and colleagues)
- school-based 'ResearchMeets' with local teachers sharing practitioner research 2013 (TURVEY and colleagues)
- an International Day with Teaching Alliance Schools 2013 (JOHNSON and LOVELESS) to share research on rights based approaches to teaching
- joint publication with practitioners of the ERC's in-house journal R.Ed for practitioner research (TURVEY).

All these activities have been supported by ERC funding. The direct relationships with education practitioners in the school, FE and HE sectors have been also developed through our thriving Professional Doctorate Programme (EdD). Local authority staff, teachers, FE lecturers and head teachers have completed the EdD. During their doctoral programme they have presented at over 25 professional and research conferences during the census period, contributing to our impacts by stimulating debates on course design and professional development.

*2. Joint work with rights promoting organisations:* Research into children's learning and rights in areas such as well-being and sexuality has involved commissioned work with leading agencies such as Save the Children (STEPHENS), UNICEF (ROBINSON), and ChildHope (JOHNSON) (REF3b). In order to enhance the translation of our research through these organisations we manage relationships with them that are distinct from the specific funded projects. The ERC has supported staff in this process by allocating workload time to join steering groups and advisory panels (eg The Cambridge Primary Review Network). Colleagues from these agencies join our research groups. Doortje Baeken, Leader of Youth Programming with the IPPF is an Honorary Visiting Fellow in Education and has worked with us on research proposals. Our researchers have also designed joint impact stimulation activities with these agencies, including expert round-

**Impact template (REF3a)**

table symposia (eg Save the Children), research staff presenting keynote addresses to annual NGO meetings (eg Child-to-Child), and the training of NGO professionals in participatory action research (eg Bernard Van Leer). The School of Education's business development manager (BDM) is funded by the university's Economic and Social Engagement office (EASE) and provides support in planning and delivering these activities.

*3. Professional communities and networks:* In order to promote debates that create impact, researchers have taken on roles in a number of professional associations such as the Association for Information Technology in Teacher Education (ITTE), and networks such as the South East Region Cambridge Primary Review Network (CPRN) and the Learning and Skills Research Network (LSRN). Our approach here is to manage a process that builds on the university's leading role as a provider of ITE in order to develop research partnerships (REF3b). The ERC has supported staff taking part in this approach by funding the following activities: researcher participation in annual ITTE Research Symposia (LOVELESS and TURVEY); day conferences and support groups for local teachers in the CPRN (ROBINSON), and; network meetings for LSRN (HILLIER).

*4. Community organisations and learners:* We work with a range of local bodies in the UK to develop the impact of our rights-based approach within learner communities. This is managed and funded by ERC researchers working closely with the university's award-winning Community University Partnership Programme (CUPP). Established in 2003, CUPP receives £300k per annum of university funding and won the Times Higher Education Award for 'Outstanding Contribution to the Local Community' in 2008 and the US MacJannet Prize for 'Global Citizenship' in 2011. CUPP is a key means by which staff in ERC are supported to develop enduring research partnerships with the community and develop wider impact from their research. CUPP empowers researchers and their community partners to participate in co-produced research through a funding scheme called 'On Our Doorstep'. HILLIER received funding from this source to collaborate with Ore Valley Forum, a community regeneration project in Hastings, on activities designed to raise educational engagement in one of the most deprived regions in England. JOHNSON was funded to undertake the Coldean Lifelong Learning Project in Brighton, which used participatory research with isolated older people to support access to learning in the community.

<b>c. Strategy and plans</b>
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An ERC strategic research goal for 2014–20 is to maximise the impact of our research through embedding new processes for impact planning and by deepening research collaborations with a range of non-academic partners and users (REF 5). The plans for delivering this strategic goal are outlined below. They systematically build on past experience by further strengthening our four existing approaches to impact.

Our future plans are to develop and foster impact in four areas:

- 1. Partnerships with school, FE and HE sectors:* In addition to our current research partnerships we are currently developing three initiatives to develop a community of practice of teachers and lecturers who seek to use applied research evidence to inform their pedagogy. First, the Head of Standards and Achievement in Brighton and Hove, who recently completed an EdD in ERC, is being seconded to the School of Education to develop research links with the City Council. The second initiative involves an increased contribution to research dissemination activities in order to stimulate debates in the Teaching School Alliance Practitioner Research Network, of which the Head of ERC is a member. A new professorial appointment (Hobson) starting in January 2014 will also focus upon mentoring and professional development in the context of school partnerships. The third will involve expanding the number of 'ResearchMeet' events with local partnership schools, in which teachers share experiences of the impact of research upon their practice, and take part in research reading groups (Marsh). Partnerships with HE institutes in South Africa and Kurdistan will be developed further to advance the translation of WISKER's research into HE good practice.
- 2. Joint work with rights promoting organisations:* Our strategic aim is to strengthen further our existing partnerships with users of research that foster learners' rights and voice. We are establishing researcher 'user' groups with our policy partners in Child Hope and IPPF. These

## Impact template (REF3a)

groups identify areas for collaborative research funding and include mechanisms for building connections between research activity, user impact and policy formulation within research funding proposals. We will extend our involvement to other international organisations involved in policy development around children’s learning and rights. In particular, we will maximise the opportunities arising from: STEPHENS’ invitation to lead an EU-funded training programme for teachers of Children-Hardest-to-Reach in Bangladesh in December 2013; ROBINSON’s role as ‘guest researcher’ on a large Swedish Research Council project, entitled, ‘Education as a greenhouse for children’s and young people’s human rights’; ROBINSON’s invitation to present her findings from her UNICEF research at an international forum on child-friendly schools in Osaka, Japan in March 2014.

3. *Professional communities and networks:* We will continue to participate in activities that inform policy, practice and professional development in primary and secondary sectors, FE and HE. We have identified the range of active participation by researchers in professional associations and networks that we will continue to fund in order to advance further the role of our research on their advisory, lobbying and publication groups (eg, ITTE and the Society for Research in Higher Education (SRHE)).
4. *Community organisations and learners:* Our aim is to enhance education research impact in the wider University mission of community engagement through our relationship with CUPP that facilitates our work with local learner communities. For example, an ERC researcher is working with CUPP and the Brighton and Hove Community and Voluntary Sector Forum in 2014 on an audit of the local sector. In 2014, the Hastings Knowledge Exchange will be presenting seminars to bring academics and students closer to community partners and local experts such as the Hasting Community Network and Hastings Voluntary Action.

University investment will also strategically enhance support for ERC impact activities. The university will be appointing an Impact Policy Officer in 2014 who will advise on the development of collaborations and offer training courses to ERC researchers on how to stimulate, document and publicise impact. From 2013, the university has ensured that ERC postgraduates and Early Career Researchers (ECRs) can receive training on embedding impact both through formal PGR training programmes and in modules offered at the *Future’s Bright* annual conference for ECRs (REF 5). In 2014, ECRs and all researchers will be asked to provide an impact plan for internal research investment schemes.

Targets for income generated from EASE activities are now included alongside research income targets and monitored by the University through the bi-monthly meetings of the Business and Community Committee (BUCC) and then by the university’s Board of Governors. The ERC will work with the EASE office to develop robust and measurable key performance indicators of impact activity that become part of the local annual Budget Centre Planning cycle and then the development and monitoring of the new University of Brighton Strategic Plan from 2015.

<b>d. Relationship to case studies</b>
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The two case studies in this submission embody the strategy and approaches to impact outlined and illustrated in this template.

REF3b [1] demonstrates how we work in partnership with rights-promoting organisations, schools and local learner communities to translate research into policy outcomes in the areas of improving children’s learning. The experience gained from working with residents and communities in diverse locations has informed subsequent collaborations with NGOs and the activities of the university’s CUPP as it develops an international portfolio of partnership initiatives.

REF3b [2] involves partnership with professional associations and the FE and HE sectors to translate our research into an effective voice that influences professional communities that seek to inform policy, practice and professional development.