

<p><b>Institution:</b> University of Winchester</p>
<p><b>Unit of Assessment:</b> C25 Education</p>
<p><b>a. Context</b>          The main beneficiaries of UoA25's research are: (1) Government policy makers and school teachers and leaders nationally and internationally, for impact on the development of positive learning dispositions in general and vocational education and for impact on creativity in schools and colleges (Centre for Real-World Learning (CRL) – Lucas &amp; Claxton); (2) Voluntary organisations, for impact on Early Years organisations aiming to influence and change government policy (PLATE Early Years Cluster – House, Payler); (3) Local authorities, for impact on the development of contextually driven local responses to Early Years practitioner provision and policy Centre for Professional Learning and Teacher Education (PLATE Early Years Cluster – Payler, Lawrence); (4) Local and national organisations involved in health and medical education, for impact on GP re-validation, appraisal and support (PLATE Medical Education Cluster – Locke); (5) Higher Education organisations, for impact on the development of Liberal Arts within UK higher education (PLATE Philosophy Cluster - Tubbs) and for impact on higher education assessment practice nationally and internationally (Learning &amp; Teaching Development Unit (LTDU) – Jessop); (6) Archivists in schools and colleges nationally and internationally, for impact on the cultural and historic preservation of educational archives (Centre for the History of Women's Education (CHWE) – Goodman); (7) Lay members of women's groups, for impact on cultural enhancement, knowledge and preservation of their historical legacy (CHWE – Goodman, Spencer).</p> <p><b>b. Approach to impact</b>          UoA25's approach to impact across Research Centres and Clusters includes establishing social enterprise; attracting commissioned projects and sponsorship; working with stakeholder groups, local authorities and voluntary organisations; producing briefing papers and practitioner texts; using media publicity and websites; organising events shared by academics and practitioners; creating tools for practitioners; and direct work with practitioners in a range of settings.</p> <p><b>B1 Developing Impact:</b> Lucas &amp; Claxton set up CRL to further develop pedagogy linked to 'real-world' learning. Their expertise, evidenced through publications, dissemination, and networking attracted commissioned research that shaped and informed government policy (e.g. recommendations from their work in the McLoughlin Commission). CRL set up the Expansive Education Network (<a href="http://www.expansiveeducation.net/">http://www.expansiveeducation.net/</a>) (eedNET) as a social enterprise, with sponsorship from Pearson, Comino and the Talent Foundation and drew in a range of 'pioneer' partners and universities. 250 schools and 1,000 teachers currently use eedNET's tools, which build on CRL research, to enhance pupil achievement (see CRL impact case study for detail). PLATE Early Years Cluster uses reports, media publicity, submissions to government, events bringing together academics, professionals and practitioners, and work through voluntary and professional organisations to influence Early Years government policy and impact on local practice. House launched the voluntary organisation, Early Childhood Action (ECA) at Winchester (27/10/12) with 15 Founding Supporting organisations, 209 founding members and 12 overseas supporters, spanning researchers, practitioners, and politicians. ECA's manifesto, which aims to change the Early Years Foundation stage (EYFS) curriculum, along with reports and papers from the Winchester launch were featured in Nursery World (26/10/12), the Telegraph (20/12/12) and the TES (19/10/12). House, a founder member of ECA, also produces practitioner focussed publications (see <a href="http://www.earlychildhoodaction.com/docs/EE100_ECA.pdf">http://www.earlychildhoodaction.com/docs/EE100_ECA.pdf</a>). Payler leads on responses to Early Years government consultations on behalf of TACTYC, the Association for the Professional Development of Early Years Educators. This brings together researchers, consultants and professionals in day-care, education, health, play work and social service contexts, to advocate and lobby (see Payler's letter to the Deputy Prime Minister (<a href="http://www.tactyc.org.uk/pdfs/Letter-Clegg.pdf">http://www.tactyc.org.uk/pdfs/Letter-Clegg.pdf</a>) and to inform and support professionals. Payler, whose research includes international partners, was co-opted to the NCTL advisory committee on Teachers Standards (Early Years). With Lawrence, Payler also impacts on Early Years provision and practice locally, exemplified by Dorset County Council's commission to investigate barriers to Early Years practitioner (EYP) engagement in Dorset in order to improve standards via training. The project's work with 23 'reluctant' settings, resulted in 17 settings recruiting or developing an EYP, an additional grant from CWDC for experienced EYPs to act as ambassadors to non-EYP</p>

## Impact template (REF3a)

settings, while Dorset subsequently funded exhibitions, information evenings, and marketing material for EYPs, as well as extending the reach of the impact by developing a website (that now also includes Bournemouth Borough Council) to provide news, resources and events for local EYPs (<http://network.eypdorset.co.uk/>).

Impact in the more recently established PLATE Medical Education Research Cluster is being developed by commissions from local and national NHS organisations (e.g. dyslexia and doctors, appraisal service, GP revalidation) to ensure that all funded projects enhance practice with benefit for patients by improving professional practice based on research. Early impact indicators include Locke's Award of the 2011 Wessex Deanery Educational Quality Award for a medical education project. Two Visiting Professors were appointed to support this development, both NHS leads for medical education and practising GPs. Contributions to the Winchester Research in Action publications are written by and aimed at NHS medical educators.

Tubbs' publications (PLATE Philosophy Cluster), which retrieve ancient understandings of a liberal arts education with an interdisciplinary, broad approach to higher education, led the University to validate the first Modern Liberal Arts (MLA) programme in England, with the first graduates in 2013. Media briefings resulted in a 2009 THES announcement (12/2/09) that while Liberal Arts was embedded in US higher education no equivalent offering was available in England prior to the Winchester degree announcement (<http://www.timeshighereducation.co.uk/news/winchester-restates-first-principles-with-generalist-liberal-arts-degree/405361.article>). This impacted on course development at Russell Group Universities, with a THES report in 2010 (23/12/10) that UCL would follow suit, while Warwick & Southampton revealed plans to broaden their degrees. A THES feature length article by Tubbs on Winchester's approach to Liberal Arts (11/10/12) was complemented by articles for a 'professional academic' audience

([http://mla.winchester.ac.uk/?page\\_id=104](http://mla.winchester.ac.uk/?page_id=104)) and a YouTube video about notions of a modern liberal arts degree ([http://www.youtube.com/results?search\\_query=Modern+Liberal+Arts&sm=3](http://www.youtube.com/results?search_query=Modern+Liberal+Arts&sm=3))

LTDU's impact on Higher Education assessment practice nationally and internationally (led by Gibb & Jessop) resulted from LTDU's HEA funded TESTA (Transforming the Experience of Students Through Assessment) project to map assessment environments, develop interventions and evaluate them. Conducted initially with 8 programmes and 4 partner universities, the approach to assessment developed has now been used with more than 100 programmes in over 30 UK universities and in Australia, India and the USA. Components of the "TESTA Approach", case studies of its implementation, and key features of the change process were publicised by the HEA and LTDU, via seminars, conferences, an HEA web presence and consultancy (<http://www.heacademy.ac.uk/search/search?qt=TESTAandsb=relevance>), briefing papers for academics (<http://www.winchester.ac.uk/Studyhere/ExcellenceinLearningandTeaching/research/e-journals/Documents/Transforming%20assessment%20through%20the%20TESTA%20Project.pdf>) and articles for a student audience (*Capture*, vol.4, Spring, 37-47).

CHWE used advice and consultancy to school archivists based on CHWE's research that highlighted the importance of particular schools' archival material in providing early documentary evidence of girls' entry into secondary education and the professions, and in some cases, the only records of women in particular localities. Case study 2 details how Goodman's research led two schools to bid with success to the National Lottery Heritage Fund to catalogue, preserve and open their archives for public access, and the schools themselves impacting their curriculum and on other schools and their community, including via museums and the media. CHWE's research led the British Federation of Women Graduates (BFWG) to locate the Sybil Campbell Library (SCC) at Winchester as a special collection when the SCC was in danger of dispersal. CHWE has used newsletters and public lectures to raise cultural awareness in women's organisations of the significance of their histories, for example, via the SCC annual lectures and seminars, which draw an audience of 30/45 at each event and Spencer at the Jubilee celebrations for Hampshire WI (300 audience) and with the Mothers' Union.

**B2 Supporting Impact Development**

(1) The UoA25 Research & Development Team (Research Officers, Faculty Head of Research & Knowledge Exchange [RKE] and Faculty Head of Postgraduate Study) ensures that new funding bids cover impact and impact evaluation. Development of impact is included in UoA25 staff workshops and the University's Postgraduate Research Student (PGR) Training and PGR Supervisor Training Programmes. UoA25 funds specialist training and IT software to develop work with video and draws on University training (for staff and PGR students) for media presentations.

**(2)** Financial support (University, Faculty & UoA25) was deployed to develop impact. The University supported CRL initially until it became financially self-sustaining and financed MLA staff as a new higher education subject area, plus a PGR studentship to explore the nature of MLA. UoA25 is supporting MLA researchers present at the Oxford Interdisciplinary Symposium. UoA25 and the Faculty support collaboration with stakeholders and networking with professionals through funding to attend ‘professional’ and stakeholder meetings and conferences. It also supports the organisation of conferences and seminars for audiences that include researchers, practitioners and politicians.

**(3)** Visiting Professors employed in practice, and visiting fellows who are also employed in practice, with a knowledge transfer remit for the University, support the development of impact by advising on and participating in staff projects and acting as PGR advisors and supervisors.

**c. Strategy and plans**

In the next 5 years the UoA will:

- (1)** Draw on the strengths of CRL, LTDU & CHWE to further develop UoA25’s wider audience and impact on policy and practice through provision and support for user involvement in conferences, seminars, workshops and collaborative research, co-ordinating activity across Centres & Clusters,
- (2)** Actively engage with a range of visiting research fellows and honorary professors in each of UoA25’s Research Centres & Clusters to facilitate wider collaboration, publication and utilisation of findings, following the model developed in the PLATE Medical Education Cluster,
- (3)** Increase funded staff attendance at professional conferences and seminars to encourage more user-led collaborative research around the agendas of voluntary and public sector organisations,
- (4)** Encourage involvement of partners outside the academy in research proposal design; continue RDT’s research proposal scrutiny to ensure all new research plans and projects articulate both potential for and evaluation of impact; and include stakeholders in project boards,
- (5)** Enhance the RDT’s work by designating an impact evaluation and tracking officer to ensure evidence of non-academic impact is monitored, collected and publicised in and outside the University,
- (6)** Continue to develop and enhance external web presence through the university website pages and external websites, developing webpages for new projects,
- (7)** Produce regular digests, working papers, briefing papers, articles and books for practitioners, and press releases summarising the findings from research in non-technical language suitable for website dissemination and respond to consultations using research findings,
- (8)** Work with relevant professional and scholarly societies to ensure research enriches cultural and social wellbeing, and impacts on public policy, services, and practice.

**d. Relationship to case studies**

**D. 1. Case Study, Centre for Real World Learning** CRL provides a model on which UoA25 Centres & Clusters draw to develop approaches to impact that relates to the scale and stage of their research. CRL disseminates its research in a manner that engages the widest possible audience of parents, practitioners and policy makers, through commissioned work, policy advice papers, short reports, books aimed at a range of readers, an accessible website, a media presence, public lectures and seminars and direct work in schools and colleges, ensuring a national and international reach for their work. CRL has been recognised as a secure and reputable research base for those in a position to implement their recommendations.

**D. 2. Case Study, CHWE, Goodman** provides a model of how an established researcher working within a Research Centre with a growing national and international reputation has advised and worked with user groups, in this case, to preserve and conserve their archive and raise awareness in schools that their archival material can be used in the history curriculum and in a school’s heritage-based marketing and in engaging the school with the community. This in turn has led to the appointment as international advisor to the Bryn Mawr Albert M Greenfield Centre for Digital Research into the history of women’s education (USA). The original research began with a Spencer Foundation funded collaborative project with Liverpool University. Goodman’s work in the “International Mind” project (supported by University and UoA25 funding) has developed a new feminist historiography in education that crossed disciplines and enabled her to link with researchers setting up the Women and Social Movements International Database.