

<b>Institution: Sunderland    Unit of Assessment: 25</b>
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<b>a. Context</b>
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The impact of the Centre for Pedagogy's research spans an increasing range of educational and professional institutions and industry both locally, nationally and internationally. The university is situated in an area of extreme social and economic deprivation in the UK and staff have an impressive moral commitment to serving local educational needs throughout the lifespan, both researching with them and sharing findings with them and implementing resultant practices. The education staff (39 permanent and 52 academic tutors) most of whom teach and engage in research with the practice community as mentors, educators, role-models and colleagues, nurture continuous and long-standing relationships which facilitate dialogue and learning and therefore embed research impact in a **deep, positive and abiding** manner. Hence research, teaching and partnership are continually integrated, building **profound and continuous relevance for practice in schools and colleges**. The university partners over 200 primary and 247 secondary schools, 85 SEN schools, 7 colleges and 1 adult and community learning alliance, with all the associated staff and students, with whom empirical research is both conducted and shared. Research activities, processes and findings are embedded via our research active curriculum for all students at home or abroad, reaching over 5000 in the impact period, of whom 1500 are international in 42 countries. Our students either are or become, teachers and lecturers or related professionals and develop practice in schools, colleges, HE and beyond, enabling research to inform practice and improve colleagues and children's learning, immediately and significantly. Staff and students also work with related services, e.g. speech therapy or counselling services, further extending research impact. Moreover the Centre consciously supports interdisciplinary research in pedagogy, professional and work-based learning which includes members in social sciences, health, computing, psychology and business, who have similar networks in other professions and industry including health, police service, social services and charity organisations. Such interaction enriches research and enhances the significance and reach of impact locally and internationally. Internal research centres collaborate, adding further networks. Internal, interdisciplinary, national and international research collaboration creates extensive reach, as findings impact on academics and practitioners and are re-embedded in research and practice globally.

<b>b. Approach to impact</b>
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A successful internal bid in 2012 funded a consultant to work with the Centre director and steering group staff to devise an impact strategy in order to embed impact planning and data collection, systematically in current and future research, to improve stakeholder engagement and dissemination. The post-compulsory team already model this approach through their impact grids (case study1) and we already collect unsolicited comments as evidence of our impact. The Centre for Applied Social Sciences also developed a database to capture their impact data which we will now adapt and utilise. Nevertheless, the unit already associates sustained impact with high quality, authentic relationships (Vygotsky, 1978) where thinking and practice can be influenced and complex understanding communicated. Building mutually respectful relationships engages people in learning at all levels. Through existing relationships, staff are encouraged to empower partner organisations by conducting research into significant educational issues, often initiated by practitioners themselves. Locally the university sponsors schools, which also builds learning relationships and Centre members hold many influential voluntary positions in a wider network such as school governors and board and trust members (28) where research also impacts. Research findings are disseminated through our web of learning relationships in educational, health and other service and industrial organisations and institutions across the world but also by funding research and dissemination through many collaborative projects, articles (90), conferences (204), books (12), invited talks, seminars and keynotes (42) and via the website and newsletter and media coverage. Additionally, staff create resource websites, podcasts, workshops, exhibitions and CPD and organise practitioner conferences (117) and we are increasingly understanding and documenting these sites of impact, whilst working to influence policy. Fortnightly education seminars and prestigious speakers attract people from schools and colleges as well as other departments and organisations (eg 100 attended for each of two external speakers) and Centre staff attend seminars in other faculties. The Centre has built capacity and impact, supported by the university since its launch in 2011 and has bid for and won nearly one million pounds of external grants which involve

**Impact template (REF3a)**

collaboration with government funded organisations, which have shaped policy and practice in FE (case study1) and government, media, teacher, student and societal attitudes on sexuality and EU work on race and the education of ROMA children and on assessment practice (case study 2), on Design and Technology practice (case study 3). Cooper has national and international relationships across disciplines in Health and Computing (PALM, ECute) conducting research with a range of local institutions, often challenging orthodoxy and policy. Nelson and Irons are influential in knowledge transfer partnerships with industry. Hayes and Fulton incorporate research in extensive professional literature for the allied health services, for which Hayes won a prestigious award. Thorley works with various services and charities conducting, implementing and sharing research. Harker and Dockerty developed SEN and Maths and Science materials for teachers and trainees (TDA & Comenius). All this impact now needs to be more systematically captured.

**c. Strategy and plans**

A consultant worked with the Centre director and steering group members (2012) to devise an impact strategy for future research in order to embed impact planning and data collection in all research to improve stakeholder engagement and dissemination. The objectives are: **To encourage** research likely to have identifiable impact. **To ensure** all future research bids include information on possible impact, and how evidence of impact will be collected. **To improve** dissemination of research activity, in order to enhance the possible impact. **To improve** the quality and quantity of evidence of impact in research outputs. **To establish** systems for identifying research outputs likely to have impact at an early stage. **To establish** administrative systems for the collection and collation of evidence of impact. **To improve** stakeholder engagement with research activity.

As this is implemented, research will be more fully disseminated through our web of learning relationships in educational and health and community organisations and institutions across the world which we aim to expand but also through greater production of literature, text books, seminars, academic and practitioner conferences, invited talks and keynotes and via the website, newsletter and media, whilst working wherever possible to influence government departments and policy. The Centre will continue to build capacity as it has since its launch in 2011, receiving university funding of £70k over three years and also won competitive funding of £17k to support research and impact capture. We will now develop protocols, systems and a database to systematically capture impact. Alongside additional production of books, textbooks and professional articles we intend to increasingly understand, extend and document this variety of impact while simultaneously building our capacity through internal and external funding. Our new open access repository SURE and website will improve access to our research creating greater global impact.

**Approach to students:** We expect research student numbers to continue growing but all education courses, from undergraduate to doctoral level are embedded with research activities and staff research findings which relate directly to teaching practice and theory, implementing the university's research active curriculum. Teachers join our successful masters routes (up to 70 students annually), some proceeding to doctoral level (20 currently) most of whom are influential professionals impacting practice in schools whose projects are influenced by staff research findings and methodologies. PhD and overseas masters students implement their research in educational institutions across the world, for example TESOL research is implemented in many countries eg Libya and China, or special needs in Greek schools, immediately impacting practice. Such impact frequently emerges through unsolicited student feedback which we intend to capture systematically. Supporting interdisciplinary projects will create wider impact. Our flourishing DProf, whose students are often influential leaders in practice regionally or nationally, impact immediately back on the practice community. They are also encouraged and funded to publish and present. The interdisciplinary approach taken by the centre and in the DProf ensures findings and methodologies impact on students beyond education in Health, Computing, Psychology, Sociology and Social care, as well as in English and Business and work-based learning.

**Approach to schools and colleges:** In addition to our working relationships, governorships, website, newsletter, seminars and lectures for the educational community, many projects have been conducted with schools and colleges impacting directly on them and beyond (eg Roma , sexuality, emotional intelligence, outstanding progress, literacy, values, electronics, Music Lab, SEN, Maths and Science). We aim to increase such projects and increasingly respond to requests for support, for example an academy, sponsored by the university, asked for support with research on reading and outstanding teaching which led to improved reading achievement and work with five schools

## Impact template (REF3a)

using methods and findings from Cooper’s research to change practice. Centre staff worked with the Centre for Creativity evaluating the impact of artists working in over 45 creative partnership schools and ‘Music Lab’ involved four schools, community musicians, the Sage (Music and education hub) and the Centre for Life (Science Museum), which impacted learning in key stage three science. Similarly the Centre funded Convery to conduct research with 6 Partner Colleges in 2009 and an international exchange with Holland of college teachers in 2013. Research on children’s literature has inspired teachers and charities to develop practice. The Centre funded Knox to improve electronics teaching with Walbottle and Blyth High schools. Fleetham is working with schools on values in practice. EU research with multiple practitioner and academic partners such as ROMA, ECUTE and Comenius projects will ensure international impact on practice.

**Approach to policy makers:** Centre members will continue to work with and gain funding from government bodies eg DfE, NCTL, LSIS but also challenge potentially harmful policy through research. The DfE and LSIS fund research into practice based projects which feed directly back into policy and practice. Research findings eg equity and diversity or ‘looked after children’ are recognised in OFSTED inspections. Neal speaks at ‘Inside Government’ events which address policy and practice issues. Staff are involved in UCET committees and investigations and research organisations such as BERA which feedback to government. Many staff have been recognised nationally for their impact on practice as well as theoretical contributions, Taras, Thorley, Irons have gained National Teaching Fellow status and Hayes holds four practice –centred -fellowships and Atkinson the MBE. Most staff are involved in professional associations and journals and national organisations which continually influence policy and practice and we have various corporate and departmental memberships. We will further encourage press releases and media involvement about research and personal responses to policy–makers.

**Approach to international work:** The Centre prizes international research and dissemination. Staff at all levels will be further supported by the Centre to collaborate and share work globally, through projects, conferences, publications, through the Centre website, social media and increasingly through our open access university repository. Most research subsequently impacts on teaching and learning internationally because collaborations usually deeply involve the practice community and lead to further research. For example, Cooper’s published work on empathy in education has been recognised by an American ‘Centre for Empathy’ with many professional and other members and an interview on ‘you tube’ will increase impact. Taras’, Atkinson, Gregson, Cooper using Centre funding will further support staff and students to present internationally and build capacity. Researchers in international projects impact on ideas, practice and knowledge across disciplines and continents. **Approach to professional bodies:** Staff will be further encouraged to interact with a wide range of national and international professional bodies and other groups through which they share research formally and informally. This leads to further invitations and publications, both academic and professional keynotes such as Head teacher conferences and teacher education conferences and produces invites for textbooks and book chapters which reach a wider practitioner audience. **Public engagement:** Fortnightly seminars (held after school monthly to engage practitioners) are advertised, with both external and internal speakers, inviting community groups and leaders as well as schools and colleges. Lecturers invite teachers to conferences and support both academic and professional publications and the Centre will increasingly fund and promote this activity along with the web-site, newsletter and media presence and public lectures, publishing summaries of findings for schools, colleges and community groups.

### d. Relationship to case studies

Long-standing relationships and learning networks with partner institutions and collaborators at home and abroad, combined with the embedding of our research in all teaching, leads directly to local, national and international impact and is epitomised by all three studies. **Gregson’s** case study is powerful in its long-standing relationships with colleges, teachers, academics and policy-makers, working collaboratively to develop practice and research simultaneously and capturing impact data and is funded through long-term relationships with LSIS. **Atkinson’s** case study exemplifies D&T research being extended and disseminated over a life-time, through role-modelling and teaching and research relationships which expanded into national and international impact. **Taras’** persistent challenge to both the theory and practice of assessment is recognised internationally provoking unsolicited recognition at many levels of education.