

Institution: University of East London
Unit of Assessment: 25
<p>a. Context</p> <p>UEL's submission to UoA 25 has achieved significant impacts on policy-making and service-delivery within and beyond the UK. These include contributions to government and quasi-governmental policy-making bodies including the European Commission, the US Department of Homeland Security, the UK departments for Education, Business, Innovation & Skills, the Cabinet Office, the Home Office, the Child Workforce Development Council, the Teaching Agency, Newham Council and Tower Hamlets Council. Our research expertise in early childhood education and care, teacher education, Higher Education and disaster education has been used to improve public service delivery in these areas. Our work has also contributed to the development of best practice guidelines on related learning issues used by national and local governments, think tanks, lobby groups and charities, schools, colleges and universities.</p>
<p>b. Approach to impact</p> <p>Our approach to impact centres on the Unit's longstanding commitment to producing research that responds to the diverse and changing educational needs of the local and national communities we serve. To fulfil that commitment and to ensure the delivery of correlative benefits, we take a multiform approach to fostering sustainable and productive relationships with research users. This is supported by strategic investment of financial and staffing resources and targeted use of centralised university support, particularly including 12 research development grants awarded between 2010 and 2012, and the expert services of its Research Development team and Research Impact Co-ordinator, appointed in November 2011. The strong international reputation enjoyed by many of our staff has led to commissions to undertake collaborative research with partners both across and beyond the UK, to inform specific policy or practice developments. Lloyd et al.'s 2008-9 partnership with the NGO Family Action informed a revision of the use of the Index of Family Relations for working within BME communities in the UK. Commissioned research on widening participation has had impacts locally and nationally, as in Storan and Berzins' 2010/11, HEFCE-commissioned review of Widening Participation Strategic Assessments, which led directly to the preparation and publication of a set of operational briefings for the UK HEI sector. Those briefings were used by OFFA to produce its 2011/12 Guidance for Access Agreements, which was subsequently disseminated by HEFCE both electronically and through a series of events, ensuring full sector access. The policy research approach used by Continuum (the Unit's Widening Participation research group) has also been instrumental in informing the HEFCE contract nationally. International impacts have been achieved through work with Swedish institutions such as the Universities of Boras and Malmo and the Swedish Institute for Studies in Education and Research; the impacts of Hudson and Storan's 2009 comparative policy analysis for the latter were acknowledged in the Swedish Government's 2010 report of the Special Committee on Recruitment to HE. Murray's 2008 research for the Higher Education Academy on induction for teacher educators in schools and HEIs led to the publication of guidelines shared by the HEA with 75 HEIs nationally and 230 internationally. Fourteen national workshops based on this research have also been held since 2008 (average attendance of 32). The work, which was cited in the Donaldson Review of Teacher Education in Scotland (2011), has been disseminated to all EU member states and led to on-going consultancy and research by Murray in Europe, as well as directly influencing practice across the Netherlands, Norway, Finland, Portugal and Sweden, and institutional policy in Australia (5 HEIs), Israel (10 colleges) and OISE, University of Toronto. Elsewhere, the 2011 EU Communication 'Early Childhood Education and Care' makes direct reference to findings and recommendations from the 2010 EU-wide CORE project on quality and professionalism in early childhood (Urban, with the University of Ghent), which were tabled at the Council of EU Ministers in 2012. In 2010 the Belgian government invited Urban to review the Flemish child poverty reduction strategy, and the City of Utrecht adopted his work for their local quality framework (2013).</p> <p>Research collaborations are often undertaken in partnership with schools: since 2008 we have worked on research projects with two Teaching School alliances and developed 22 collaborative research bids with schools (seven for DfE funds; 15 to the Mayor of London's fund). We collaborate with 500+ partnership schools/colleges in London and the South East (including 19 Teaching School alliance partnerships), with whom we work on the development and delivery of</p>

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pre- and in-service teacher education, and collaborative and school-led research. We also have strong links with the new National College of Teaching and Leadership. Since 2011 we have supported 50+ schools through **Continued Professional Development training**, with programmes rolled out in seven local boroughs. Tennent works as a researcher-in-residence in two boroughs, where research-based intervention has led to significant improvements in pupil reading scores. Weston's research on multimedia advocacy for children with SEN (funded through a NIAS grant) has been turned into an effective training course for our partnership schools. Similarly, Bosanquet's widely disseminated research (with Blatchford and Docherty, IoE) on pedagogical frameworks for Teaching Assistants has informed a Level 4 certificate and a PG certificate for SENCOs, available to schools in London/the South East. Further afield, between 2011 and 2013 Amrane-Cooper and Hassan improved UNHCR teacher education provision in Malaysia through 3 research-informed teacher development workshops for 111 teachers in refugee communities in Kuala Lumpur. We have also collaborated with **NGOs and charitable foundations** to improve the provision of educational services abroad: thus Ang's research was used by the Lien Foundation (Singapore) to implement more effective models of early childhood leadership; and Sneddon and Permuel's work with Shpresa (Anglo-Albanian charity) and the Complimentary Schools Network has increased the quality of bilingual provision for ethnic minority children in mainstream and complimentary schooling in the UK. Within the EU, Urban has worked with NGOs including Education International's Early Childhood Task Force, the Bertelsmann Foundation (Germany) and the Irish Equality Diversity Early Childhood I Network.

We are proactive in sharing research findings with relevant policy makers and practitioners, and frequently produce **publications for public, policy and practitioner audiences**. Since 2008, these have included texts by Ang, Chadderton, Cole, Czerniawski, Grey, Kidd, Lloyd, Murray, Penn, Preston, and Urban, many of which reach large national and international audiences. Penn's four non-academic publications on early childhood policy have been translated into French, Russian, Arabic, Spanish, Chinese and Portuguese, whilst Czerniawski and Kidd's book on teacher pedagogies is an essential or recommended text in 33 UK HEIs. In 2012 Weston's research on the Sherborne Movement system for SEN children was made into a DVD now used by practitioners across 200 settings. Research is also shared through invited **presentations to various external organisations**. Since 2008, Preston has presented insights from his work to stakeholders and policy makers from the USA (six at the American embassy, 100 at DHS Science conference), Germany and Japan, and to UK civil servants at the National Steering Committee on Warning and Informing the Public (20 civil servants) and the Cabinet Office (2010 and 2013, 6-12 civil servants at each session). Our International Centre for the Study of the Mixed Economy of Childcare runs five seminars annually, routinely attracting audiences of around 30 national and international policy makers, civil servants, think tank members and childcare business owners and managers. We also maximise our impacts within East London by providing specialist advice to local authorities and organisations: Penn and Lloyd advised Newham Council on early childcare policy in March 2013 and Ravenscroft has, since 2011, worked with the Nominet Trust and Yoh! (East London youth work NGO) on educational engagement for NEETS. Our capacity to inform policy and practice locally, nationally and internationally is further enhanced by our **membership of external boards, groups and committees**, through which we deliver both the key findings of our research and expert advice based on it to a wide range of stakeholders. Significant examples include Lloyd's work since 2010 for the Early Years Stakeholder Group on behalf of the DFE (in recognition of which she was awarded an OBE in 2013); Trimmer-Platman's role as Vice-Chair (2010–2013) of the NGO 'Voice'; Herrington's Steering Group membership of Natural England's education arm (2011-); and Urban's membership (2009-) of the Diversity and Equality in Early Childhood Education/Training network. In 2012 Urban also led the Open Society Foundation's Roma Early Childhood Inclusion project in Croatia.

Finally, we work hard to **enhance public awareness of and engagement with issues relating to our research**: Preston presented findings on public pedagogy in disaster education at the 2011 Cambridge Festival of Ideas (public audience of 100); and Permuel discussed bilingualism at a House of Commons event led by Citizens UK in May 2013 with a mixed audience of 50 public, stakeholders and policy makers. **Media engagement activities** extend the reach of these impacts: Sneddon, for example, has reported on research with young bilingual children on Albanian and Bengali TV (Mar. 2011; Dec. 2010, Dec. 2011), whilst Penn and Lloyd recently discussed their

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work on mixed economies of childcare on Radio 4's *Today*, *PM* and *Woman's Hour* programmes and on Sky News (all 29 Jan. 2013), as well as in print media such as the *Observer* (28 Apr. 2013) and *Irish Times* (30 May 2013). The Unit extends the reach of its public engagement via blogs, podcasts and social media (Kidd, Preston, Ravenscroft, Chadderton and Bosanquet), and through specialist websites (e.g. www.uel.ac.uk/duallanguagebooks). We also make research available on our own website and through UEL's open access database, ROAR.

c. Strategy and plans

Over the next five years we plan to consolidate and build on the progress we have made with our established user groups, and to extend our connections with the stakeholder community in relation to our expanding research agendas. The following three strategic goals will support this plan:

1. **Targeted extension of connections with national and local policy-makers and NGOs** relevant to our established Research Centres and clusters, including by: setting up advisory boards in 2014 comprising national and, wherever possible, international representatives of policy making, local authority, private and third sector organisations to help ensure the continued relevance and utility of our research; producing dissemination packs (differentiated for practitioner, policymaker and general public audiences) for each major existing and future project; and developing interactive project websites including videos, podcasts, archive materials and Twitter /Instagram links. Web analytics will be used to monitor stakeholder/audience responses and to ensure our provision of relevant information resources.

2. **Increase our existing Teaching School alliance partnerships by 20%** over the next 5 years and increase our provision to partner schools of research-informed teacher education via ITE, CPD and collaborative research initiatives, including school-led research. Specific targets here include: development of a new NQT programme for 45 teachers per annum, including research training and linked to M level credits; production of five collaborative research funding bids / annum to relevant government departments, NGOs and the Mayor's fund; and working closely with all our schools on 'closing the gap' and similar research initiatives which they wish to pursue (23 projects by 2019).

3. **Ensuring provision of effective and efficient guidance and support for impact by:**

i) *Publicising and supporting applications for funding for knowledge exchange schemes*, including applications for central (UEL) funds. We aim to apply for 8 schemes per annum by 2019, an increase of 100%. We will also promote applications to ESRC and EPSRC grants, learning from Preston's successful 2012 ESRC Impact and Uplift grant application.

ii) *Capitalising on central sources of support for impact*. Using central university resources to provide 5+ research capacity building grants (e.g. early career grants) per annum, with mentoring from professors and in-built impact requirements; maximising use of support for staff training; providing at least two workshops per annum for academics and partnership organisations on good practice in sharing research insights to effect change; and promoting opportunities for training in relevant areas such as media communications.

iii) *Better documenting and demonstrating impact*, including by making better use of ROAR. By 2014 we aim to upload 100% of non-copyrighted staff research outputs to ROAR, and will use web analytics within the database to record external use of those outputs.

d. Relationship to case studies

Both of the submitted case studies reflect our emphasis on direct engagement with policy-makers and NGOs as an approach to achieving impact, including via **membership of and contribution to advisory boards** (Lloyd's membership of the DFE/DH Co-production Steering Group) **and policy think tanks and roundtable discussions** (IPPR and Policy Exchange). They exemplify the achievement of impacts arising from our **provision of expert advice** to local public policy think tanks and local governments (Greater London Assembly, UEL25-02) and **written policy reports** based on research (contributions to the Coalition Government's *Families in the Foundation Years* policy, UEL25-01). UEL25-02 demonstrates how **commissioned research** on public pedagogies has shaped policy across the UK and in the USA, whilst UEL25-01 illustrates how our work on early childcare provision **has provided policy and practice-relevant findings**. As well as evidencing these shared approaches to engaging key research user groups and other stakeholders, both case studies further exemplify the unit's commitments to systematic **engagement with the general public** e.g. via broadcast, social and print media.