

<b>Institution: University of Chester</b>
<b>Unit of Assessment: 25 Education</b>
<b>a. Context</b>
<p>The work of our researchers, <b>Hulme, Garratt, Moran and McKay</b>, includes multi-disciplinary perspectives on policy in education including international and global policy making, social theory and philosophy. The relationship between policy and professionalism in education is explored through work on inclusion and special needs, sports coaching, citizenship and multi-professional working.</p> <p>One of the most significant applications of applied policy work of this type has been on decision making in local authorities. This has ranged from assisting local authorities and associated agencies in developing approaches to constructing and maintaining multi-disciplinary teams to respond to the requirements of Every Child Matters (ECM) or to cultivate new ways of working for teachers, sports coaches or fire fighters. As such, it has offered a perspective for decision makers in areas where there is a lack of precedent. Developing new ways of working in environments external to the authority can help to save time and money and to break down blockages and delays in embedding policy.</p> <p>A further area of significant impact is on professional training, particularly where there is a need to enhance professional knowledge (working across boundaries) or respond to significant areas of policy change (safeguarding).</p> <p>Education research at Chester provides a focus on Creativity, Education and Arts through Practice (RECAP), via the work of <b>Adams and Owens</b>, exploring links between creativity, education and professional practice, as well as research focussing on methodological and ethical issues. A significant aspect of <b>Adams' work</b> is the exploration of these themes via the medium of arts education and popular culture. Our work on creativity has served to inform innovative and contemporary approaches to pedagogy. Work in this field has also assisted the development of international partnerships between HE institutions to inform policy development on teacher professionalism and community organisations.</p>
<b>b. Approach to impact</b>
<p>The areas described above have, since 2008, been developed strategically in order to maximise impact through knowledge transfer with the Faculty's and University's range of public services partners. Our work has contributed to the general understanding and local implementation of decision making in the development of integrated working in local authorities and public service agencies, particularly local authorities in the North West of England and Cheshire Fire and Rescue Service. Such work has also usefully influenced, and led to the independent evaluation of training in local authorities and professional practice in the North West of England, and through the development of UK based and international educational partnerships.</p> <p>We have, for example, developed relationships with Wirral MBC to develop new approaches to training leaders for a wider Children's Workforce. Through embedding our research in training programmes, our work has assisted in helping to develop dialogue between professional groups and in developing effective policy for senior and middle managers. We have also worked with Wirral MBC to evaluate the effectiveness of strategies for special needs education. This work has impacted on decision making in the allocation of resources within the authority.</p> <p>Through joint work with the TATE Art Gallery Liverpool and Room 13 our work has further demonstrated impact through the development of UK-based and international Room 13 projects, as well as studies of independent learning in classrooms. Practices developed as a result of our work on Room 13 have assisted in the establishment of independent learning centres (n=10).      A further example of international impact is demonstrated through the World Bank funded project</p>

## Impact template (REF3a)

'Reviving Palestinian Schools' which had led directly to the establishment of three resources centres with creative pedagogic expertise at the Universities of Bethlehem, An Najar, Hebron and Al Rowda Technical College, Palestine.

The Research Group has developed the strategic goal of collaboration with our public and voluntary sector partners to assist the mutual exchange of knowledge and expertise for those researching the impact of policy and practice in education. The fundamental approach therefore has been to develop dialogues with partners in the design of research activity, embedding an understanding of user group needs from the outset. This involves working on education theory and policy whilst ensuring that its applications in practice are understood. Further, it has involved the co-construction of research with partners in the context of practice. It has involved disseminating the findings of research in both academic and practice-based areas and responding reflexively to the feedback gathered. Finally, this work has been embedded in training and in strategic planning in contexts of practice (local authorities, agencies, schools and voluntary organisations).

Our strategic priority to maximize impact through partnership development extends to the private sector. For example, our work on creativity and the arts in collaboration with Lahti School of Innovation (LUT) funded by Tekes (the Finnish Innovation Agency) has developed innovative approaches to leadership in private and public sector contexts.

The prioritisation of impact is rewarded within the University's structures as a specific criterion for applications for promotion to Reader or Professor. The annual Performance and Development Review process offers an opportunity to develop impact through the exploration of opportunities for the commercialisation of research and public engagement. The University's Research and Knowledge Transfer Office monitors all funded projects closely. Monitoring impact activities is a significant aspect of this process. Where appropriate, this has led to a cross-reference to the University's Knowledge Transfer grant schemes which can be utilized to pump-prime commercialisation of research outcomes.

### c. Strategy and plans

The development of impact from research undertaken is underpinned by an expectation that a minimum of 20% of the QR income generated from the RAE2008 exercise (in this case for unit 40 Social Work and Social Policy under the leadership of **Hulme**) is deployed in impact generating activities. For example, funding has been deployed to support activity leading to outputs submitted in this unit for **Hulme**, **Garratt** and **McKay**, and **Moran**. Grants totalling more than £52,000 have been awarded from an annually held competitive internal process to support the production of internationally excellent outputs and to fund a Research Fellowship for Clough for capacity building purposes.

A strategic priority for the research group has been to design projects which respond to the marketplace for cross-sectoral knowledge creation and exchange. Bids are co-constructed with partners who are involved in evaluation and review of all activities. In September 2013, **Hulme** brought in a £25,000 grant in association with Queen's University Belfast from Booktrust/ Department for Education to evaluate the use of free books in the 'Booktime' project in 10 primary schools in Cheshire. Over the longer term, since 2008, the group has benefitted from 5 grants totalling more than £15,000 for activity under the University's Knowledge Transfer scheme funded by HEIF income. Projects featuring **Hulme** and **McKay** have facilitated jointly funded activities with local research partners including Cheshire Fire and Rescue Service. This project provided the foundation for a EU Framework 7 bid and a jointly funded PhD Fellowship. A further HEIF KT funded project led by **Hulme** and **Owens** built upon the award of £21,518 from Cheshire West and Chester Local Authority Race Hate Crime Fund: The Gypsy Roma Traveller and Settled Community Situation. The funding is supporting a programme of training for public service professionals. The arts in organisational contexts strand of RECAP led by **Owens**, **Adams** and **Hulme** secured £12,000 from Tekes, the Finnish Government innovation funding body, for work with Lappeenranta University of Technology matched by a further £6,000 KT scheme.

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It is a strategic priority to continue to develop commercial activity from this research. The priority for public service organisations to work across sectoral boundaries to deliver more cost effective services and to work with third sector and voluntary agencies has opened exciting opportunities for the group to embed insights gained from local, national and international work on the changing nature of partnership between HE and public service delivery in education and community organisations and the continuing imperative to develop effective strategies for creative inter-professional work.

**d. Relationship to case studies**

The case studies presented exemplify the strategies for maximising the impact of the research conducted by the Education group and described above. In both cases the research has been designed, conducted and disseminated through collaborative relationships with partners and published in outputs appropriate to the expansion of professional knowledge through knowledge exchange. Both areas have been supported by the award of QR and Knowledge Transfer Grants accounted for above.

The first case study examines the impact of education and social policy research at the University of Chester on the professional education of teachers, social workers health workers and sports coaches. It highlights the effects of our work on policy and decision making at strategic and operational levels on the management of inter-professional working in a variety of public service settings. Research in this interdisciplinary field has given rise to and is supported by ESRC funded projects and HEIF Knowledge transfer funding in association with partners in local government, the voluntary sector, public service management agencies (such as the Cheshire Fire and Rescue Service) and collaborations with research partners in other universities in the UK, Europe, North America and the Middle East.

The second case study highlights the impact of our research on creativity (artistic, literary and dramatic) on practices in education and related areas of public service provision. It features a strong focus on identity and culture. This work has demonstrated impact through the introduction of (often unorthodox) contemporary creative practices into strategies for teaching and learning; the development of contemporary creative pedagogies for intercultural understanding and conflict resolution and the incorporation of creativity into education policy and curricula in a wide variety of domestic and international contexts. The impact of these themes is evidenced through a range of international projects funded by the World Bank, Erasmus, Socrates and the European Union and local partnerships with the TATE Liverpool and local authorities including Wirral MBC and Cheshire West and Chester Council.