

# Developing Impact: Staring out on the Impact Case Study Journey.

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# Starting out on the ICS journey...



**REF**2021 Research Excellence Framework

...in other words, what I  
wished someone had told  
me!



**REF**2021 Research  
Excellence  
Framework

# Impact Case study- Innovative Governance



**REF**2021 Research Excellence Framework

# Underpinning research

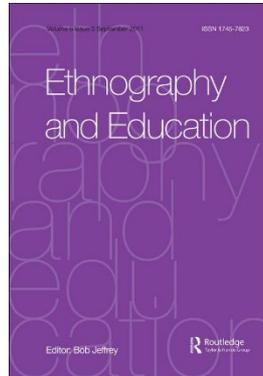
Governors as ethnographers

Mapping what innovative governance 'looks like' in education settings

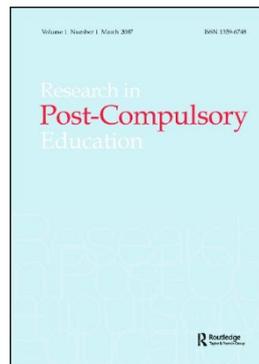


# Underpinning research

## Further education sector governors as ethnographers: five case studies



## Policy, practice and innovative governance in the English further education and skills sector



# Underpinning research

Clapham, A, Eldridge J and R. Vickers. 2016. Legitimation, performativity and the tyranny of a “hijacked” word. *Journal of Education Policy*. 31(6), 757-772 DOI: <http://dx.doi.org/10.1080/02680939.2016.1181789>

Clapham, A. 2015. Producing the docile teacher: analysing Local Area Under-performance Inspection. *Cambridge Journal of Education*. 45(2), 265-280 DOI: <http://dx.doi.org/10.1080/0305764X.2014.955837>

Clapham, A. 2015. Post-fabrication and putting on a show: examining the impact of short notice inspection. *British Educational Research Journal*. 41(2), 613-682 DOI: <http://dx.doi.org/10.1002/berj.3159>

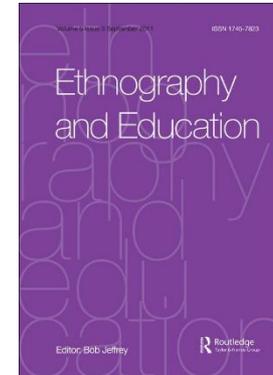
Clapham, A, and R. Vickers. (2018) Neither a Lender nor a Borrower be? Exploring Mathematics ‘Mastery’ Policy Borrowing. *Oxford Review of Education*.

# Governors as ethnographers

This paper considers how governors in the English Further Education and Skills (FE) sector examined their practice as ethnographers. **The paper locates both FE governance and ethnography within the challenges of the performative and Panoptic environments facing English education.**

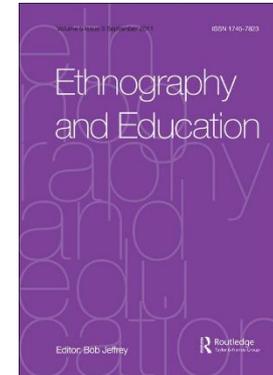
In doing so, the paper explores how the informants' mobilisation of ethnographic methods revealed a novel lens on both governance and the role of ethnographer. Employing Grounded Theory, **the paper considers how the participants negotiated philosophical questions regarding evidence, objectivity and truth.**

The paper suggests that **despite the deep-seated complexities inherent in conducting ethnography in performative contexts, the participants generated data which painted a unique and revealing picture upon their practice as governor and researcher.**



# Governors as ethnographers

- 5 governors of Further Education colleges
- Participated in ethnography research methods sessions at NTU
- Used ethnography as a lens upon what was innovative, or not, in their board's working practices
- substantive findings as much about being an ethnographer as about innovative governance



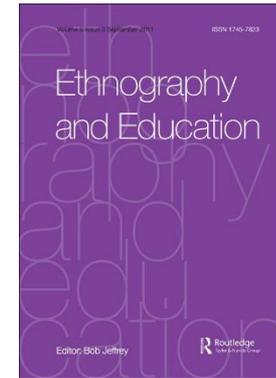
# Governors as ethnographers

At first, I was really concerned about 'doing it wrong'. You see, I'm a businessman at heart, I deal in 'hard' stuff like profit and loss figures. So...well, I wanted to be as scientific as I could about this.

So I created a way of measuring who said what, and how many times they said it. And this was really good...at first. And then I realised I was missing the point.

I started to notice not who was saying stuff, but who wasn't. I started to notice the pauses, the silences. I started to notice who sat next to who, I started to notice who got to the meeting first, who staked their claim on the power seats.

**And then it hit me...I'd always noticed this stuff**  
...(Ian, interview)

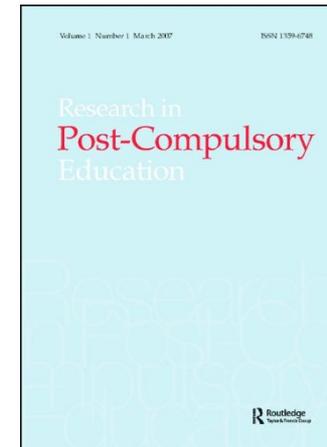


# Innovative Governance

This paper examines 'innovative' governance in the English further education and skills (FE) sector. Drawing on the work of Lyotard, Foucault and Ball, **the paper explores how practitioners enacted innovative governance in a sector facing increasingly performative conditions.**

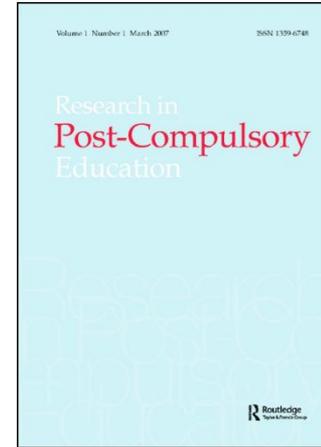
**Analysis identified the key category of opportunity and risk where innovative governance was seen as paramount in leading change and changing practice.** Innovative governance was not a 'golden bullet', rather, innovation was a complex set of interrelated understandings, strategies, values and norms.

The paper concludes by suggesting that, in the cases reported here, **innovative governance was at the forefront of defending the very essence of FE during a time of extraordinary funding, and philosophical, challenge.**



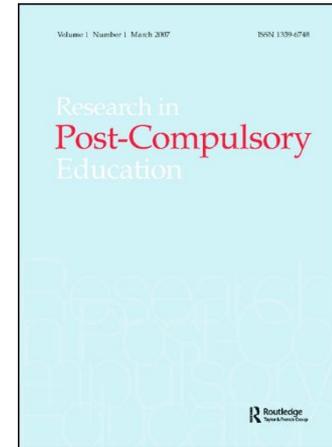
# Innovative Governance

- Attempted to define innovative governance
- Forward looking versus rear view governance
- Performative pressures often render forward looking governance difficult
- Identifying the need for change is in itself innovative



# Innovative Governance

- Some entrenched process and practices prevent innovation...

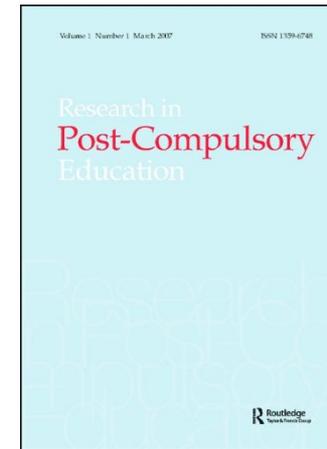


# Innovative Governance

I think the role of a governing body in FE up to now has been pretty **securely anchored in the rear view mirrors environment.** (Fay, Governor)

**Governance is so much more about compliance and check lists,** structures rather than approaches and practice. (Sam, Governor)

Investment in innovation can be very wise and prudent, and risks are to be managed. **Governance should not be anti-risk.** However, in practice, sometimes college governors can see prudence leading to a mind-set of protection of assets, rather than assets being there to be invested to make the biggest difference to our local people. (Peter, Governor)



# From research to Impact...

**REF**2021 Research  
Excellence  
Framework



# Partnerships and impact

Good Governance Institute



Maturity Matrix for Governing Bodies in Higher Education

Further Education Trust for Leadership



A Compendium of Thinking on Innovative Governance in the FE and Skills Sector

# From Research to Impact... 'what I wished I known earlier'! **Strategy**

- As I am doing my research keep asking “what was the benefit of my work and why was this important”
- If I am working with mentors in schools has my research impacted upon what they do?
- Has it impacted upon 10 mentors, 100, 1000 10,000?
- If 10,000 do you have rigorous evidence as to the link between your research and the impact on the 10,000 mentors



# From Research to Impact... 'what I wished I known earlier'! **Strategy**

- Remember that dissemination is not impact, are you sure you know if anyone learned anything from your research, benefited from it, or did anything different as a result

TES

The Conversation

Schools Week

The logo for TES (The Conversation) features the lowercase letters 'tes' in a bold, black, sans-serif font. The letter 't' has a red dot above it, the 'e' has a green dot inside it, and the 's' has a blue dot above it.

THE CONVERSATION

The logo for Schools Week features the words 'SCHOOLS WEEK' in a black, sans-serif font. The word 'WEEK' is in orange. To the right of 'WEEK' is a small circular icon containing the letters 'SfW'.

# From Research to Impact... 'what I wished I known earlier'! **Strategy**

- Keep asking “what happened next” until you find the benefit
- Going to the House of Commons to talk about your research is impressive dissemination...but what happened?



# From Research to Impact... 'what I wished I known earlier'! **Strategy**

- Developing resources for schools and doing work in schools is a pathway to impact, not an impact in its own right.
- Identify specific changes you would like to see and use your materials and work in schools as interventions designed to achieve these impacts.
- Follow-up to find out if your interventions worked or not



# From Research to Impact... 'what I wished I known earlier'! **Strategy**

Need support to make impact

- Travel
- Analysis
- transcriptions
- Conference's
- Radio, TV media
- RA
- Time



# From Research to Impact... 'what I wished I known earlier'! **Evidence**

Consider if you might have missed the following types of impact -

- Awareness and understanding
- Attitude change
- Economics
- Environment
- Health and wellbeing
- Policy
- Other forms of decision-making change
- Cultural change



# From Research to Impact... 'what I wished I known earlier'! **Evidence**

- Frame the case study with a problem statement that is aligned with the scale at which impacts can be evidenced
- Do not use an international framing for a national or sub-national impact
- Explain why national or sub-national impacts address an important need



# From Research to Impact... 'what I wished I known earlier'! **Evidence**

- Dissemination is not impact
- how do you know if anyone learned anything from it, benefited, or did anything different as a result
- Keep asking "what happened next" until you find the benefit.



# Impact statement...



There have been high-profile examples of mismanagement in the college and university sectors in England. **THE PROBLEM**

Innovative Governance can significantly influence the efficacy of boards to hold their executive to account. Clapham's research at Nottingham Trent University has led to the identification of innovative governance approaches in education.

## **THE RESEARCH**

This research has informed a Higher Education 'maturity matrix' which has been used in almost 20 external reviews of governance in English Universities. Additionally, three universities have used the matrix as an audit tool for their own governance. A Maturity Matrix for Further Education is being prepared based upon Clapham's research. **THE IMPACT**