



Leading education  
and social research  
Institute of Education  
University of London

# Consultancy at the Institute of Education



The Institute of Education, University of London (IOE) is one of the world's leading higher education institutions for education and social sciences. In addition to our research and teaching activities, we are a major provider of consultancy. For over 80 years we have been working with government, corporate and individual clients both at home and abroad. Our experience and breadth of knowledge is reflected in the assignments we undertake on behalf of our clients, allowing us to apply and convert the intellectual capital developed through research, teaching and professional practice.

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### What we offer

Our 800 academic and professional staff challenge and extend the boundaries of interdisciplinary social science research, and combine their expertise with a dedication to practitioner relevance.

Our ethos centres on the effective distribution and transfer of knowledge, with significant implications for the real issues faced by corporate and public sector organisations. We achieve this in part through the dissemination and application of research outcomes, but also through practice-based consultancy.

IOE consultancy services are fully flexible, with solutions tailored to your needs. The services we offer range from one-day engagements, such as in-service training or other forms of professional development, to longer term partnerships working, for instance, on organisational function and change, management and leadership.

## How we work

In all our consultancies, we first discuss with clients what they need and what we can provide. We pride ourselves on having highly capable, flexible staff who understand the requirements of our clients, ensuring a close working relationship and continuity of service.

In some cases, the individuals undertaking a particular piece of consultancy draw entirely on their own academic and professional knowledge and expertise. In other cases, they combine this with generic knowledge drawn from our research base and other aspects of our work. For example, a programme of work to enhance the senior leadership capabilities within an organisation would be likely to draw on approaches we use in the various leadership courses we run.

We maintain rigorous contact with clients at all times.

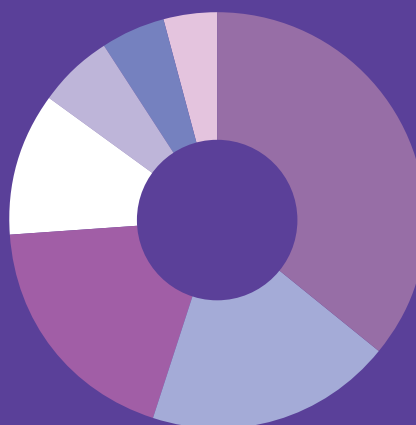
This brochure illustrates only a small proportion of the consultancy undertaken at the IOE for UK clients. Information on our international consultancy and our other activities is available at [www.ioe.ac.uk](http://www.ioe.ac.uk)

PROFESSOR MICHAEL REISS  
ASSISTANT DIRECTOR,  
RESEARCH, CONSULTANCY AND KNOWLEDGE TRANSFER

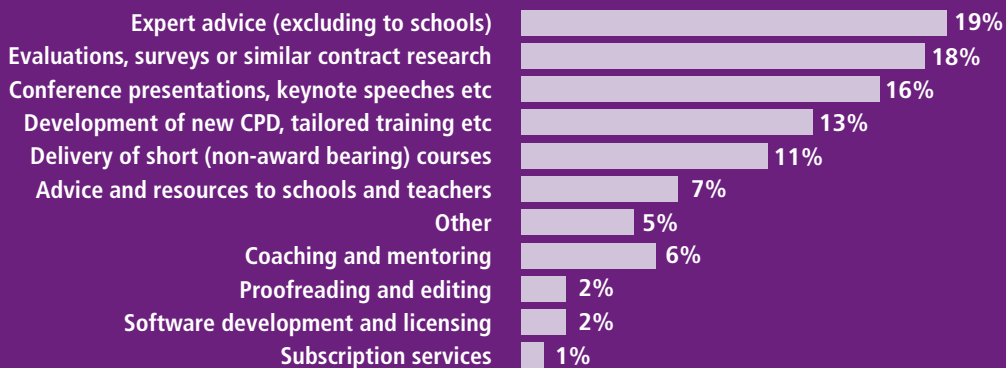
## Types of client

Our clients come from across the public, private and voluntary sectors, including:

- Central government 36%
- Charities/trusts 19%
- Local authorities 19%
- Private/commercial companies 11%
- Higher education institutions 6%
- Other 5%
- Schools 4%



## Types of consultancy





## Consultancy clients include:

Economic and Social Research Council

**Sofia University, Bulgaria**

Children's Commissioner for England

NUFFIELD FOUNDATION

Department for Education

Higher Education

Funding Council

for England (HEFCE)

**Ipsos  
MORI**

**Southwark Primary Care Trust**

**LeapFrog Educational Toys**

Office for Standards in Education (OFSTED)

**BRITISH  
MUSEUM**

**Training and  
Development**

**Agency for**

Wolverhampton Authority

**Schools (TDA)**

**Institute for Adult Learning Singapore**

**NATIONAL HEALTH SERVICE (NHS)**

MINISTRY OF  
**JUSTICE**  
NEW ZEALAND

**Children's Workforce**

**Development Council**

Department for International Development (DfID)

**The Pears Foundation**

**Universities UK**

**Voluntary Service Overseas (VSO)**

# The futures of knowledge, creativity and communications

## Client request

We were asked to explore the potential effects of social and technological change on the character of knowledge, creativity and communication over the next three decades. We were also asked to identify long-standing trends and major issues of uncertainty for the future, and to suggest the potential implications of these for education.

## What we did

We produced a series of 20 short reports and an overarching summary report to enable policy-makers, educational practitioners, researchers and academics to rapidly access the key knowledge, evidence and ideas in the area of knowledge, creativity and communication. This information will support, inform and promote debate on the possible futures of education.

## How we did it

We interviewed key informants, held a series of seminars with experts on key issues involving presentations, participatory activities and debate, and commissioned 20 expert reviews on key topics. The reviews covered a broad range of topics key to the challenge of knowledge, creativity and communication and the futures of education. These include risk, identity, global expansion, neuroscience, collaboration, participation and networking, innovation, representation, multimodal design, curriculum, argumentation, information, the role of institutions, learning, community, technological connectivity, media convergence, literacy and knowledge construction. The reviews were written by leading figures in the area of knowledge, creativity and communication from the UK, Sweden, Germany, USA, Australia, and South Africa. We also produced a report pulling together findings from across the expert reviews.

## Result for the client

This report has been a key tool for policy-makers, and has informed a range of future-orientated initiatives. It has supported the development of the Vision Mapper for the Beyond Current Horizons programme. This is a practical online toolkit for long-term planning initiatives such as school redesign and curriculum planning. For more information, see [www.beyondcurrenthorizons.org.uk](http://www.beyondcurrenthorizons.org.uk)



**Client**  
Department for  
Children, Schools  
and Families  
(Beyond Current  
Horizons  
programme)



**Project leader**  
Carey Jewitt

“Carey Jewitt’s role as lead on the Knowledge, Creativity and Communication challenge was critical in getting these issues foregrounded in the discussions of the Beyond Current Horizons working committee. The reports she commissioned were always valuable and her summary report is essential reading: I refer to and refer other people to it on a regular basis.”

HELEN BEETHAM, JISC



**Dates**  
2008 to 2009

**Client**

Department for Culture, Media and Sport (DCMS) and the Department for Children, Schools and Families (DCSF)



“(The) report is a very helpful and thorough distillation and critique of the evidence in this area ... which is one of great importance to children and families, and to our broader society.”

ED BALLS, FORMER SECRETARY OF STATE FOR CHILDREN, SCHOOLS AND FAMILIES

**Project leader**

David Buckingham



**Dates**

2008 to 2009



# Children and commercialism

## Client request

We were asked to lead an independent study on the impact of the commercial world on children's well-being.

## What we did

We prepared a comprehensive evaluation of evidence in relation to children's engagements with the commercial world. This includes not just advertising and marketing, but also the many ways in which children's experiences (for example, of education itself) are influenced by commercial forces. The report outlines the changing nature of the children's market and sets this within a wider analysis of the changing nature of family life and of children's position within society.

The report critically evaluates claims about the positive impacts of commercial forces – for example, in terms of the provision of opportunities for learning, play, creativity and cultural experience. It also investigates their negative impacts – for example, in areas relating to physical and mental health. Particular issues we highlighted included the ethical concerns raised by new forms of digital marketing, and the need for media or consumer literacy in homes and schools.

## How we did it

We convened a multi-disciplinary panel of academics and researchers from a range of institutions, including LSE and the Open University, to oversee the process. This included a call for evidence; commissioned literature reviews; stakeholder events; and consultations and further research with children and parents. We gathered evidence from academic researchers, companies and trade associations, regulatory bodies, government departments, NGOs and campaigning groups, and parents and children themselves. The resulting report is an extensive document, and is supported by appendices relating to specific areas of concern (e.g. advertising and child obesity), and by the commissioned literature reviews and research.

## Result for the client

The report is feeding into ongoing reviews of the regulatory and self-regulatory codes relating to marketing to children. It supports ongoing initiatives to promote media and consumer literacy in schools, and it feeds into the development of guidance relating to commercial activities in schools as well as the public service remit of children's broadcasting.

This work is being taken forward by the DCMS and DCSF, and through continuing dialogue with various business and NGO groups, most notably the International Business Leaders Forum.

# Modelling the participation and satisfaction of tenants in social housing

## Client request

We were asked by Ipsos Mori to look at data previously collected on behalf of the Tenant Services Authority (the government agency that funds and regulates registered social landlords).

## What we did

Ipsos MORI was carrying out a detailed analysis of different aspects of the data, and our involvement allowed them to use a sophisticated statistical technique that we use called multilevel modelling. This allowed Ipsos MORI and the Tenant Services Authority to understand how tenant experience varies across the country and by type of organisation, as well as relationships at the level of the individual tenant.

## How we did it

We applied a multilevel framework to the client's data and basic models, in order to extend the models. We shared the results and refined the modelling based on numerous discussions, then provided a final report to Ipsos MORI, which they integrated into their main report.

## Result for the client

The involvement of the IOE allowed Ipsos MORI to get more from the data and, in turn, give more information back to the Tenant Services Authority regarding the impact of different types of social housing on tenant engagement and satisfaction.



**Client**  
Tenant Services  
Authority and  
Ipsos MORI



**Project leaders**  
James Brown  
and Dylan Kneale

**“The IOE team rapidly engaged with the topic and worked closely with us to find innovative ways to model the data not previously designed for this type of analysis, to control for the clustering in the sample and examine the different levels of area effects on tenants’ responses. The result was a clearer conclusion about how much the attitudes of social tenants reflect the area they live in rather than the services of their landlord.”**

SARAH CHEESBOROUGH, IPSOS MORI



**Dates**  
June to July 2009

"As a member of the LeapFrog Educational Advisory Board for the past eight years, Jeni Riley has been instrumental in guiding the creation and development of dozens of LeapFrog products... one of which has been awarded 'Educational Toy of the Year for 2009' in the USA. Her expertise in early child development and language and literacy, and her ability to collaborate with our multi-functional teams, make her an incredibly valuable partner."

JEFFREY G KATZ, LEAPFROG  
EDUCATIONAL TOYS LTD



**Client**  
LeapFrog  
Educational  
Toys

**Project leader**  
Jeni Riley

**Dates**  
2001 to 2010



# Enhancing the learning of young children

## Client request

We are asked to provide expert advice on an ongoing basis to help develop educational toys, interactive books and electronic games that will inspire a love of learning.

## What we did

We advise on the production of technology-assisted toys, from their original concepts through to their launch, in order to enrich the potential of each LeapFrog product for the target age-group of children. Examples include the Tag Reader, an electronic pen which accompanies a specially printed storybook to read stories out loud. Children touch the reader to the pages of the book to hear characters speak and listen to songs.

## How we did it

Each year, the project leader attends two intensive think-tanks lasting two days, where new ideas are considered. She reviews progress on the continuing project, and shares an understanding of effective learning opportunities for young people across a variety of subject domains with members of the LeapFrog Educational Advisory Board.

The project leader maintains a monthly input through conference calls, after which tasks are assigned to the individual board members to ensure the smooth and effective development of each product from an educational perspective.

## Result for the client

This consultancy is now in its ninth year. During that time, products on which we have consulted have received a number of Toy of the Year awards both in the UK and USA. In particular, LeapFrog's technology-assisted books (the LeapPad and Tag Readers) have had great commercial success, with consistent praise from industry experts, parenting organisations and the press. Parents have commented on the way in which the LeapPad and Tag Readers genuinely promote positive reading behaviours and attitudes to books and reading in four- to seven-year-old children.

# Sickle cell and thalassaemia screening

## Client request

The NHS Sickle Cell and Thalassaemia (SC&T) Screening Programme is the world's first linked antenatal and newborn screening programme. Education and training has been at the core of its recent service developments, from primary care to laboratory services. The SC&T Programme asked us to join a working group specifically to consider the programme's educational strategy.

## What we did

We provided advice on the evaluation and further development of the programme's educational strategy. We also supported a project to develop the sustainability of one of the SCT programme's core training workshops. We did this by working with the existing delivery team to develop its curriculum, reframing a module that could be delivered within a higher education programme enabling people to exit from the programme at either degree, postgraduate diploma or masters level. We then assisted with the recruitment and selection of appropriate higher education institutions to deliver the restructured module.

## How we did it

The project leader brought to the working group an academic and professional interest in clinical education, and in the use of research evidence to develop policy and practice. He communicated with stakeholders regarding their desired educational outcomes, and subsequently drafted a revised education strategy. Following further stakeholder discussions, the strategy was widened from SC&T to a Screening Programme Strategy, to which the project leader continued to contribute.

## Result for the client

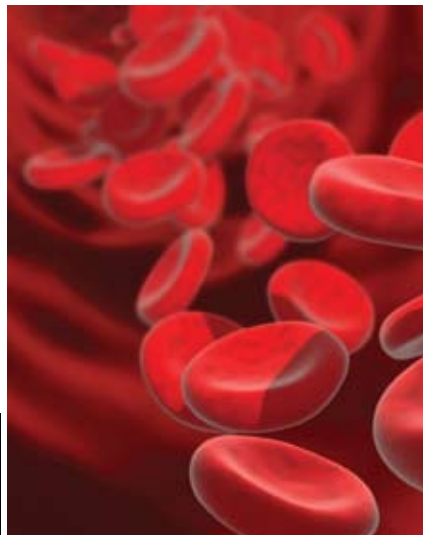
Our support ultimately enabled the SC&T Programme to develop a clear future strategy for its educational initiatives. It also helped them to clarify the requirements for and processes involved in evaluating such initiatives.



**Client**  
The NHS Sickle Cell and Thalassaemia (SC&T) Screening Programme

“The consultancy we had with Mark gave us an expert perspective on some of the education issues we are grappling with. Mark brought a fresh look and independence to help us think about moving forward our education agenda.”

ALLISON STREETLY, SC&T PROGRAMME



**Project leader**  
Mark Newman



**Dates**  
2008 to 2009



**Client**  
Department  
for Education  
and The Pears  
Foundation

“Teaching About The Holocaust in England’s Secondary Schools is the largest study of its kind ever conducted in the UK. The expertise, resources and insight that the IOE were able to bring to the project ensured that it was a success, and led to the development of an innovative programme which has the potential to improve the quality, quantity and reach of Holocaust education on a national scale.”

AMY PHILIP, THE PEARS FOUNDATION



**Project leader**  
Stuart Foster with  
Jonathan Howson,  
Paul Salmons,  
Kay Andrews,  
Alice Pettigrew,  
Ruth-Anne Lenga,  
Arthur Chapman,  
Jo Pearce,  
Kristen Dammers  
and Evangelos  
Himonides



**Dates**  
2007 to 2011

# Teaching about the Holocaust in England's secondary schools

## Client request

We were asked to complete a large-scale national study to examine when, where, how and why the Holocaust is taught in English state-maintained secondary schools, and to develop and deliver a high-quality, high-impact national continuing professional development (CPD) programme for teachers who teach about the Holocaust.

## What we did

We brought together at the IOE a team of teacher educators, researchers and Holocaust education professionals, creating the Holocaust Education Development Programme (HEDP). HEDP staff conducted the first ever large-scale national research study of Holocaust education in secondary schools in England. Findings from the research were used to design a continuing professional development programme that is now available free of charge to teachers from all English state-maintained secondary schools.

## How we did it

We set up an online survey investigating current classroom practice, personal perspectives and previous experience of teaching about the Holocaust, to which over 2,000 teachers responded. HEDP researchers also conducted follow-up interviews with 68 teachers at 24 different schools.

Our research identified a number of potential challenges and issues. For example, while most teachers who took part said they considered it very important to teach about the Holocaust, very few had received any specialist training or professional development in this area. Many teachers reported that they found it difficult to know what to include within limited curriculum time. Others appeared to be working with understandings of the Holocaust at odds with the perspectives shared by most contemporary historians.

The data were analysed and interpreted in order to identify key areas in which CPD participants would benefit from additional training and/or support. In order to maximise long-term impact, the CPD programme was built around two separate full-day workshops supported by an online virtual learning environment.

## Result for the client

The CPD informed by the HEDP's work has identified, and helps to address, common problems and challenges experienced when teaching about the Holocaust. It recognises that not all teachers can (or want to be) Holocaust specialists, but provides opportunities for participants to clarify their understandings and to access the latest historical and pedagogical developments in this field. It encourages participants to share and build on these experiences with colleagues when they return to their schools, and supports them in doing so. In this way, as the CPD workshops continue to run, an increasing number of school teachers are becoming suitably equipped to teach about the Holocaust to young people in profound, meaningful and effective ways.

# Effective practices in continuing professional development (CPD)

## Client request

We were commissioned to support and monitor schools and local authorities that were taking part in a national consultancy programme investigating what kind of practice led to the most effective continuing professional development (CPD).

## What we did

We evaluated a number of activities designed to impact on the effectiveness of CPD, including: the involvement of the wider workforce; coaching; enquiry-based approaches; learning walks (organised visits to a school's learning areas to examine teaching and learning); and collaborative networks. The evidence from our evaluation suggested that real change in CPD thinking, practice and culture was achieved through involving schools and other organisations in testing, trialling, exploring and evaluating approaches to CPD.

## How we did it

We provided support through the London Centre for Leadership in Learning's national network of consultants and dissemination conferences. We also developed a rigorous framework for evaluating the impact of CPD, which stimulated creative and innovative CPD practice. We analysed the emerging findings and reported these to the TDA at interim and final stages.

## Result for the client

The client experienced a significant culture change within the majority of the participating schools and local authorities, as a result of their involvement. The experience of the project helped to re-ignite a passion for CPD as a key enabler for change and improvement. It stimulated greater involvement of support staff in CPD activities, and demonstrated improvements in the development of new skills and staff confidence. In particular, our evaluative framework challenged project participants to develop their thinking and practice about what effective CPD is, how to achieve this and how to evaluate the impact of CPD activity.

The project findings have been disseminated in a joint publication between the IOE and the TDA, *Effective Practices in CPD: Lessons from schools*, and influenced the TDA's new professional development strategy.

**Client**  
Training and  
Development  
Agency for Schools



**Project leaders**  
Vivienne Porritt  
and Peter Earley



“It has been a pleasure to work for such a professional organisation. Effective professional development is a key driver for school improvement – this important project makes this abundantly clear. We are now planning, with the help of the IOE, to develop resources to help schools explore the effective practice set out.”

LIZ FRANCIS, TDA

**Dates**  
2007 to 2009



## Client

14–19 Executive of  
the Wolverhampton  
Authority



*“An outstanding evaluation.  
The IOE team grasped  
the complexity of the task  
with confidence and quickly  
gained the necessary  
background knowledge.  
Their analysis produced  
an informative report that  
continues to influence  
our planning and improve  
opportunities for 14–19  
year olds in Wolverhampton  
to achieve their potential.”*

CAROLINE ERSKINE,  
WOLVERHAMPTON CITY COUNCIL

Project leader  
Paul Grainger



## Dates

2007 to 2008

# Raising enjoyment and achievement

## Client request

The Wolverhampton Partnership asked us to design an evaluation that would identify strengths and weaknesses of the REACh (Raising Enjoyment and Achievement) project. REACh is a series of vocationally orientated courses across three schools in Wolverhampton for Key Stage 4 pupils who had previously demonstrated dissatisfaction with school and were regarded as being likely to disengage from learning.

## What we did

We selected a cohort of approximately 100 students from eight of the participating schools and tracked them over the two years of their Key Stage 4 schooling. A similar study was undertaken of a control group on a conventional GCSE programme, who had been identified by the schools as having a similar demographic profile.

## How we did it

We administered a 20-minute attitudinal survey, with a mix of open and closed questions, to both the core and control group at the end of Years 10 and 11. Their GCSE results were analysed and their subsequent destinations tracked.

Following the first year of the study, the REACh project expressed concerns about students studying at more than one establishment. We made specific recommendations in our interim report with regard to course induction procedures. These were adopted, and the problem diminished in the second year.

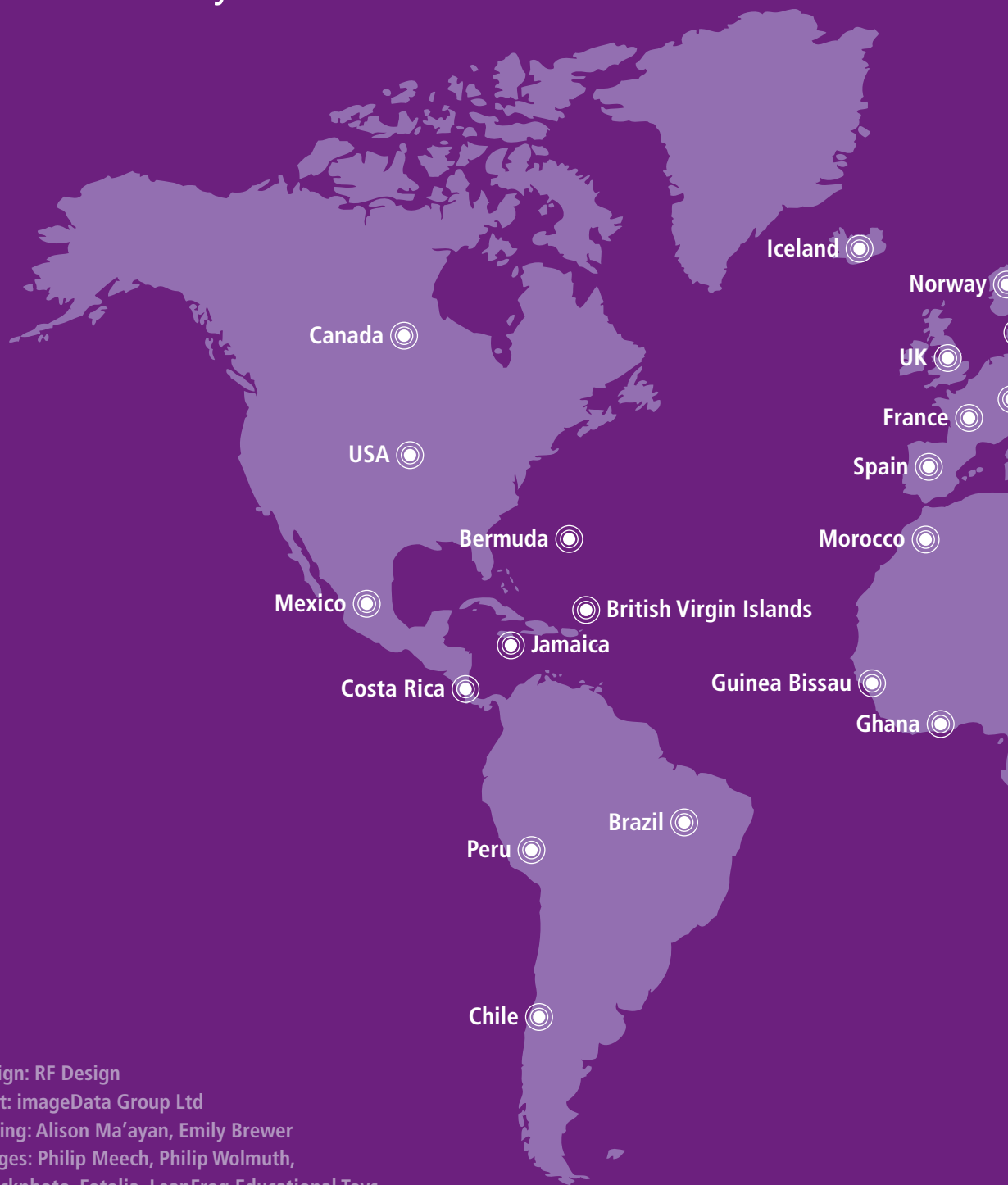
## Results for the client

At the conclusion of the study, the research showed that that REACh cohort:

- responded well to the innovative curriculum
- made a clear distinction between their attitude to school and their attitude to learning
- improved their performance in GCSE core subjects against teacher expectations to a consistently greater extent than those in the control group
- were more likely than the control group to progress into further education
- were less likely than the control group to be recorded as Not in Employment, Education or Training (NEET)

This raised the status of the project within participating schools and confirmed the approach of the Wolverhampton Partnership to potential student disengagement.

# Consultancy locations include:



Design: RF Design  
Print: imageData Group Ltd  
Editing: Alison Ma'ayan, Emily Brewer  
Images: Philip Meech, Philip Wolmuth,  
iStockphoto, Fotolia, LeapFrog Educational Toys



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