What Works Centres as intermediary organisations between users and producers of research

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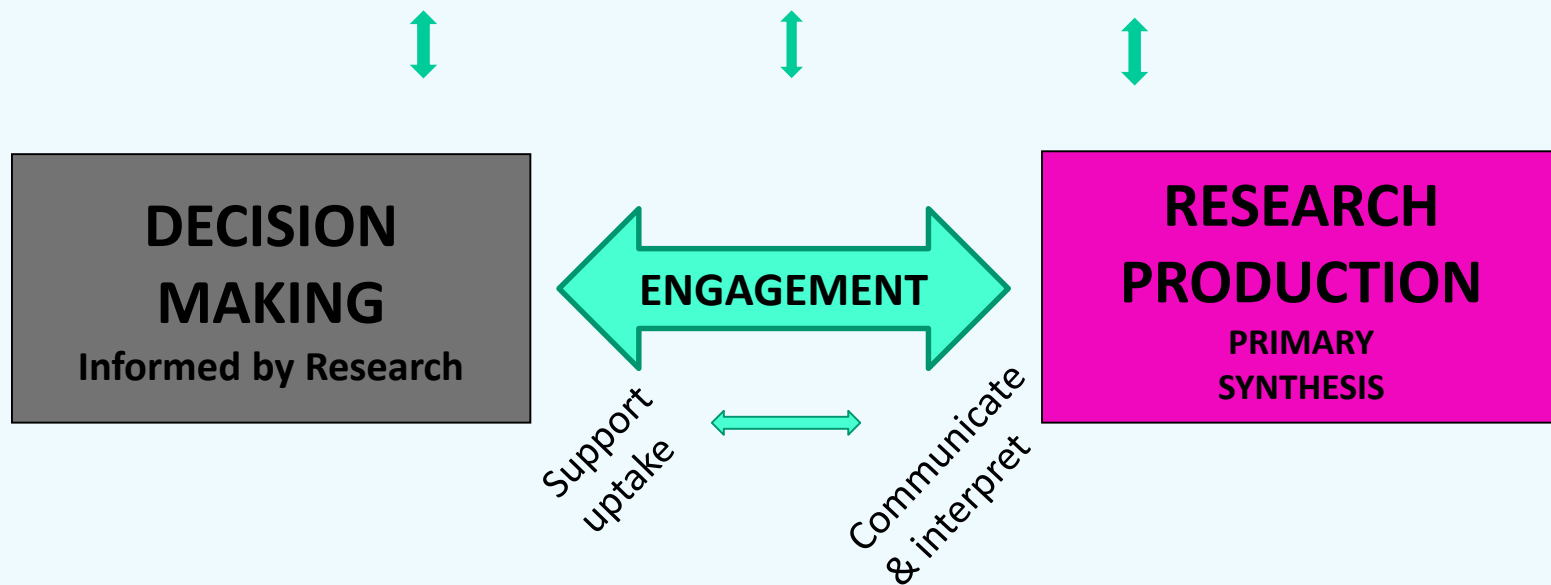**http://eppi.ioe.ac.uk**

ePPI CENTRE

UK WHAT WORKS CENTRE (annual budget)	MIAN POLICY AREAS
Centre for Ageing Better (£5.3m)	Improved quality of life for older people
College of Policing What Works Centre for Crime Reduction (£1.5m)	Crime reduction
Early Intervention Foundation (£1.5m)	Early intervention
Educational Endowment Foundation/Sutton Trust (£16.5m)	Educational achievement
National Institute for Health and Care Excellence (NICE) (£71.3m)	Health and social care
What Works Centre for Local Economic Growth (£1.25m)	Local economic growth
What Works Centre for Wellbeing (£1.3m)	Wellbeing
Affiliate: Wales Centre for Public Policy (Previously Public Policy Institute for Wales) (£530k)	Potentially any policy area
Affiliate: What Works Scotland (£1m)	Potentially any policy area

Cabinet Office: WW Network, WW Council, WW National Adviser

EVIDENCE USE ECOSYSTEM ANALYTICAL FRAMEWORK

WIDER SYSTEMS AND CONTEXTS
ACTORS/ PERSPECTIVES/ ISSUES / QUESTIONS / POWER

DECISION MAKING
Informed by Research

ENGAGEMENT

RESEARCH PRODUCTION
PRIMARY SYNTHESIS

Support uptake

Communicate & interpret

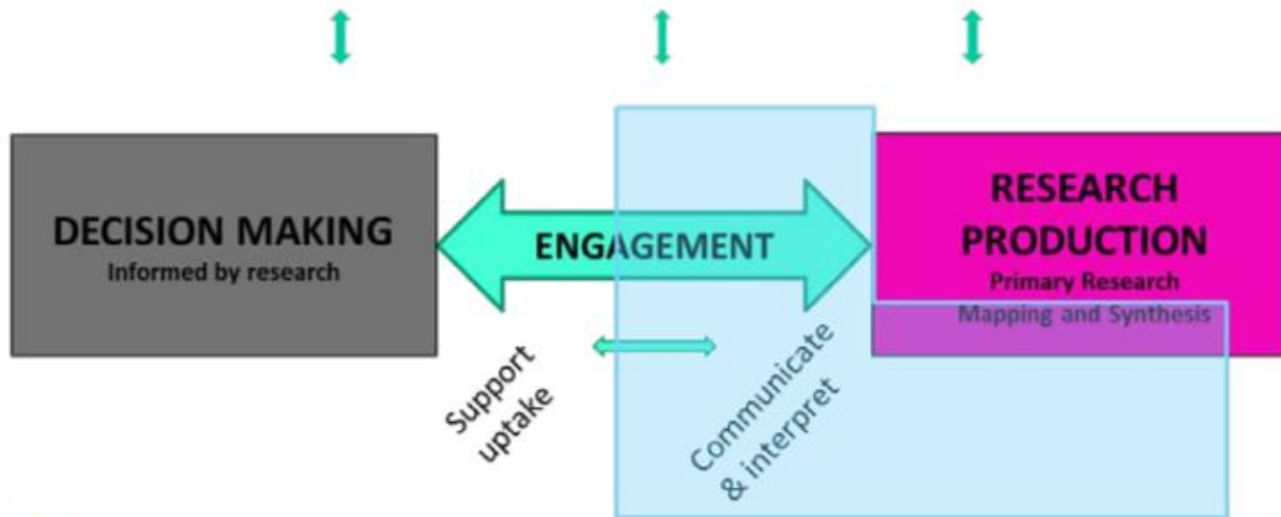*Gough (2017) Adapted from the EIPEE report (Gough et al 2010)*

Research strategy

- To see intermediary organisations as interventions into pre-existing evidence ecosystems and wider contexts, whether:
  - Well functioning
  - Not effectively functioning
- To map WWC activities and their rationale and outcome against the 4 areas (use, production, engagement, wider context)

- Greatest emphasis: synthesis, translation and communication of evidence.
- For example, 'Toolkits' - accessible overviews of systematic reviews.
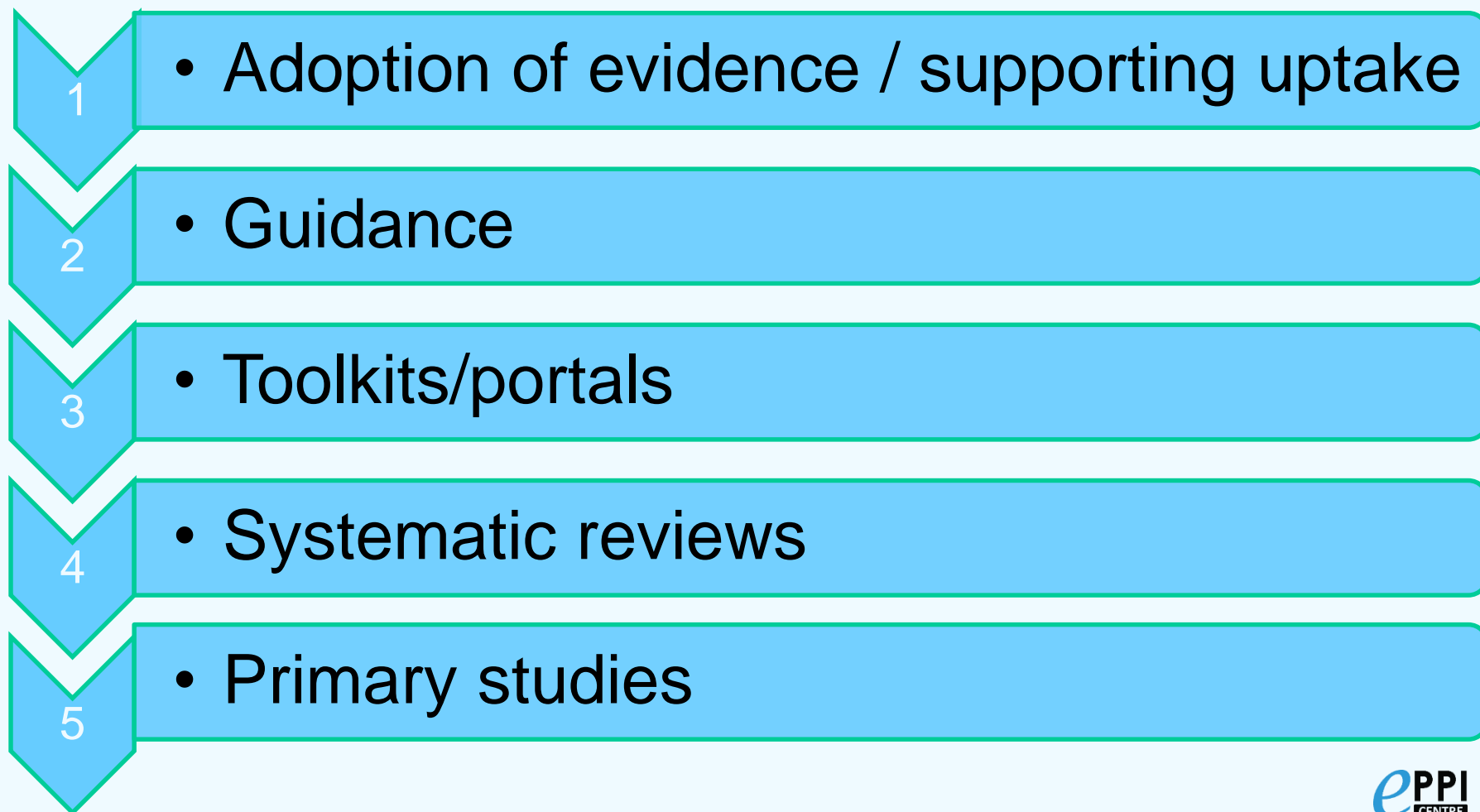- Predominately 'push' approach – maybe limited impact by itself.

Many detailed findings

- Many activities, energy, and outputs
- Diversity in remit, context and detail of work
- Advantages of relationship with government and flexibility of funding
- Focus on resources and action vs ToC and evaluation
- User engagement: decision maker; beneficiaries; other stakeholders

Types of evidence claims / standards

Consistency within and across WWCs

1. • Adoption of evidence / supporting uptake

2. • Guidance

3. • Toolkits/portals

4. • Systematic reviews

5. • Primary studies
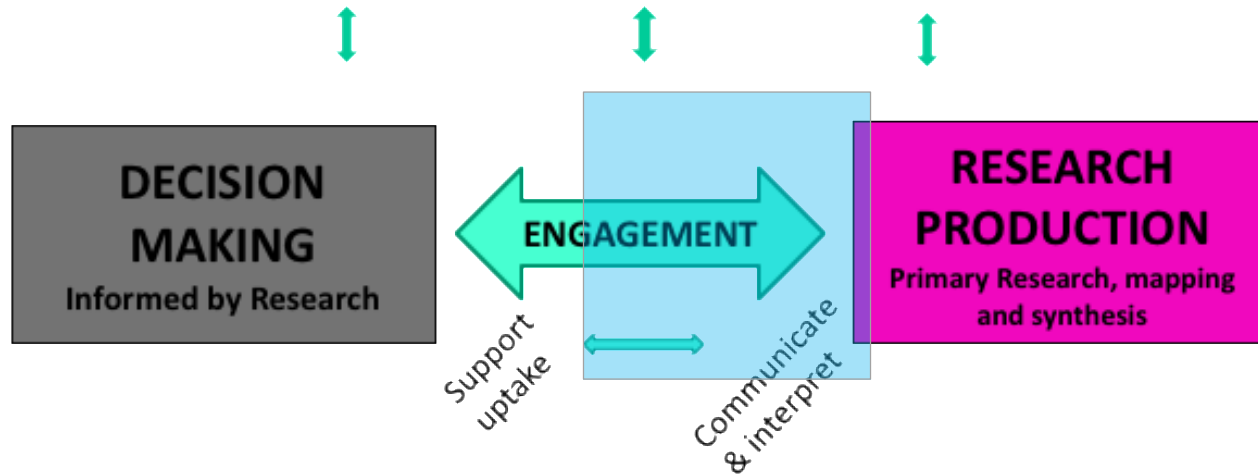
Evidence standards across WWCs

Six types of method/standard for toolkits/portals:

- Reviews of reviews (synthesis)
- Reviews of reviews (best + narrative review)
- Narrative overview
- At least 1 rigorous study
- Expert review
- Co-created review

- No evidence base reporting (1 WWC)

ePPI CENTRE

Increasing effort and activity in:
- actively interpreting research (e.g. actionable guidance)
- supporting uptake of evidence
- building skills and capacity to use research
- primary research (or influencing primary research)
- engaging with wider non-evidence systems
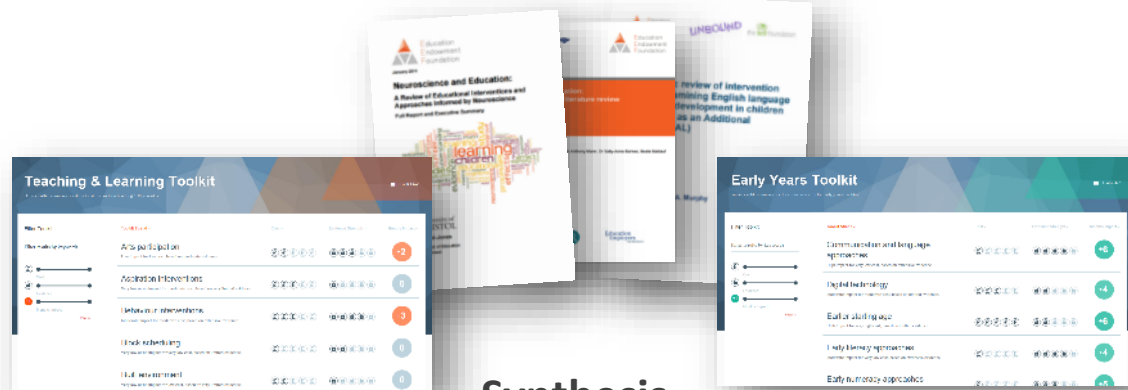
Synthesis

Generation

Mobilisation

The Research Schools Network

The Academy at Shotton Hall, Research School

Scarborough Research School by Esk Valley Alliance

Blackpool Research School ay St Mary's Catholic Academy

Huntington Research School

Meols Cop Research School

Bradford Research School at Dixons Academies

Doncaster Research School by Partners in Learning

Oldham Research School by The Greetland Academy

Kyra Research School

Aspirer Research School

Derby Research School at Wyndham Primary

Stoke-on-Trent Research School by The Keele and North Staffordshire Alliance

Norwich Research School at Notre Dame High School

East Cambridgeshire and Fenland Research School at Littleport CP School

Shireland Research School

Samuel Ward Research School

West Somerset Research School at The Blue School, Wells

Sandringham Research School

Rosendale Research School

Hastings Research School at Ark Blacklands Primary Academy

Durrington Research School

Kingsbridge Research School

research school.org.uk

Research Schools Network

Research Schools each share the **COMMON GOAL** of making research accessible to improve attainment and the quality of outcomes for children.

THEY'RE A BRIDGE between academic research and classroom practice

22 RESEARCH SCHOOLS NOW EXIST in England

They provide **SCHOOL-LED SUPPORT** for use of evidence to improve teaching practice and leadership

HANDS ON They provide practical support for schools including training, events and physical/ online resources

BEST BETS Research Schools work to identify both what's most likely to have an impact for schools and what we know works

KNOWLEDGE MOBILISATION They're about getting the right information to people who have the most use for it

Research schools focus on three areas of work **COMMUNICATION, TRAINING** and **INNOVATION**

The network is a **PARTNERSHIP** between the Education Endowment Foundation and the Institute for Effective Education and schools

Evidence-informed guidance on implementation in schools

IMPLEMENTATION PROCESS BEGINS

Treat scale-up as a new implementation process

Continuously acknowledge support and reward good implementation practices

Plan for sustaining and scaling the intervention from the outset

Identify a key priority that is amenable to change

Systematically explore programmes or practices to implement

Examine the fit and feasibility with the school context

STABLE USE OF APPROACH

ADOPTION DECISION

SUSTAIN

EXPLORE

DELIVER

PREPARE

Use implementation data to drive faithful adoption and intelligent adaption

Reinforce initial training with follow-on support within the school

Develop a clear, logical and well specified plan

NOT READY - ADAPT PLAN
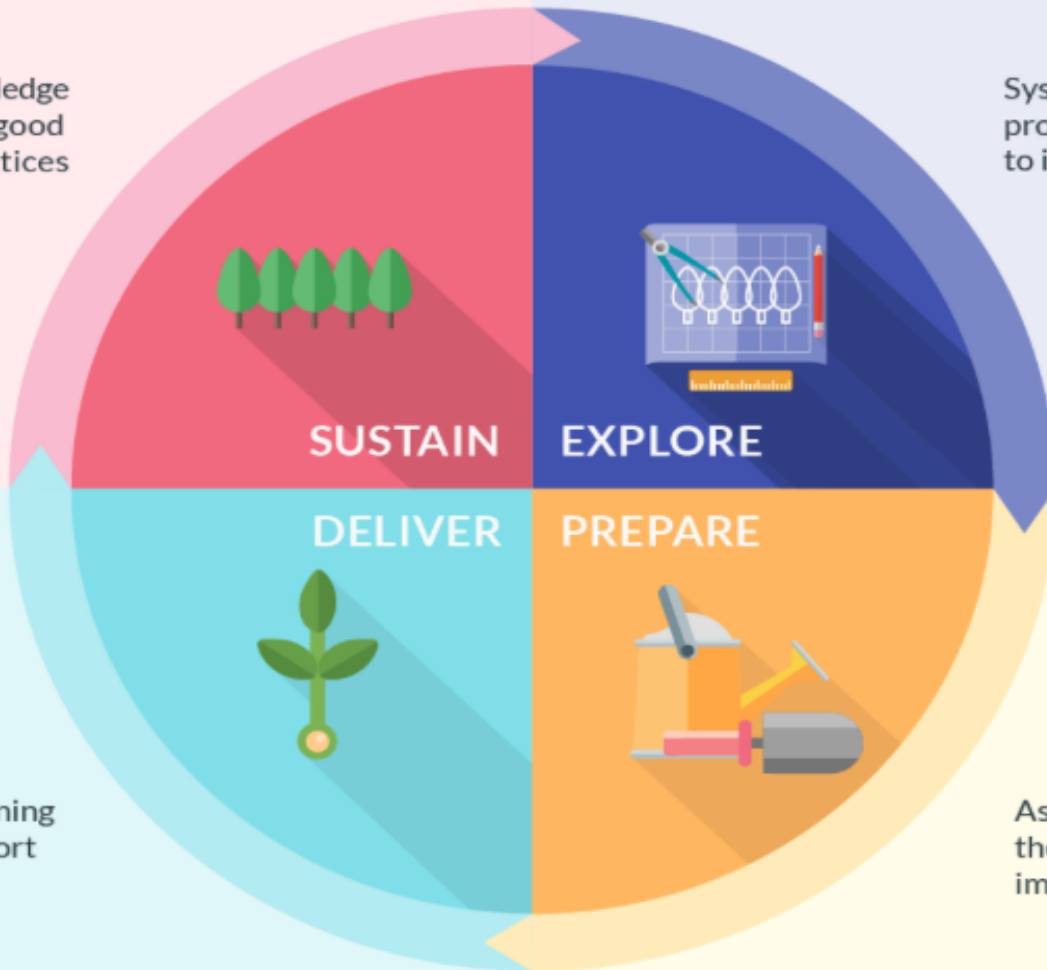
Assess the readiness of the school to deliver the implementation plan

READY

Support staff and solve problems using a flexible leadership approach

Prepare pratically e.g. train staff, develop infrastructure

DELIVERY BEGINS

EEF vs NICE

What works   VS   Produces evidence-based guidance

How it works

How to get it working

Help in getting it working

Help getting schools ready to get it working!

Becoming an ecosystem in itself….   Explicit remit within a wider, more integrated evidence system

A broadening evidence remit of WWCs

Pros:

- Coherence at system level – ability to integrate activities.
- Evidence-based KM – not just 'pushing' evidence.
- Less reliance on external factors/actors.
- Meet a broad range of users' needs – 'Go to' organisation
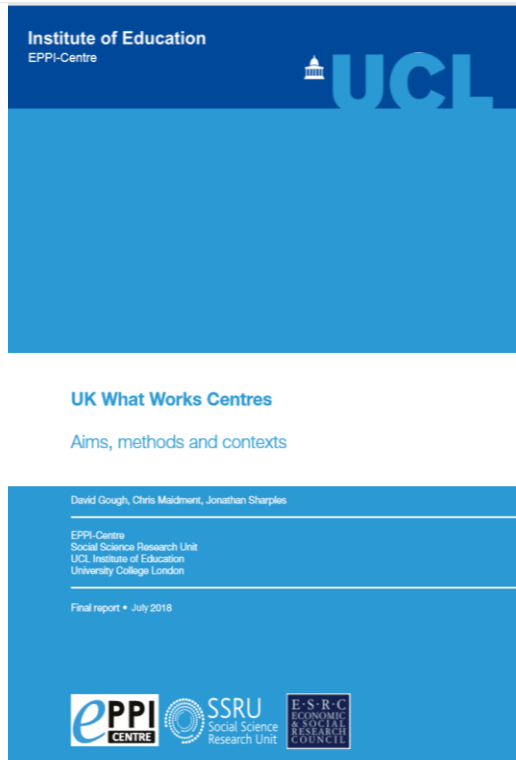- Facilitates alignment with non-evidence systems (policy, accountability etc.)

Cons:

- Capacity – 'Jack of all trades….'
- Closed system – isolated/institutional blindspots?
- Less defined role.
- Other stakeholders in the evidence system? Competing ecosystems?

Both EEF and NICE demonstrate the need for coordination at the system level.

Report and Executive Summary available at:

https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=3731