

<b>Institution: University of Winchester</b>		
<b>Unit of Assessment: 23</b>		
<b>Title of case study: Developing the Next Generation of Primary Physical Educators</b>		
<b>Period when the underpinning research was undertaken: 2013 - 2018</b>		
<b>Details of staff conducting the underpinning research from the submitting unit:</b>		
<b>Name(s):</b>	<b>Role(s) (e.g. job title):</b>	<b>Period(s) employed by submitting HEI:</b>
<b>Dr Vicky Randall</b>	<b>Senior Fellow</b>	<b>2012 – present</b>
<b>Period when the claimed impact occurred: 2016 - 2020</b>		
<b>Is this case study continued from a case study submitted in 2014? No</b>		
<b>1. Summary of the impact</b> (indicative maximum 100 words)		
<p>Research undertaken by the University of Winchester provides evidence on primary physical education initial teacher training (ITT) in England following the London 2012 Olympic and Paralympic Games. The research has stimulated public debate and policy development within non-government and parliamentary organisations on teacher education and development. Furthermore, it gives insight into how government's Primary Physical Education (PE) and Sport Premium (PESP) has impacted upon pre-service teachers' (PSTs) opportunities to teach during their pre-service training. The research has led to the development of materials to support primary physical education practice, a national network of primary physical education teacher educators and improved the engagement of higher education within political spaces to influence future policy agendas.</p>		
<b>2. Underpinning research</b> (indicative maximum 500 words)		
<p>There are two studies that underpin this case study (3.1 – 3.3); one of which is the largest of its kind examining the preparation of pre-service primary physical education teachers in England (3.1). The Government's commitment towards an Olympic and Paralympic 'Legacy' has led to PE becoming a site of intense political interest. Until findings from '<i>Generation Next: The preparation of pre-service primary physical educators</i>' had been made publicly available (3.1), there had been no empirical evidence on how policy since 2012 had affected new entrants into the profession, or improved teacher knowledge in this curriculum area. As the important role of ITT in supporting a highly skilled teaching workforce is recognised worldwide by government and non-governmental organisations, this research is an important reference point for the primary PE profession.</p> <p>The research was ambitious in its aim, drawing upon multi-methods for large scale data collection and working with new partnerships across higher education and third sector organisations. Obtaining both qualitative and quantitative data was necessary to provide new and extensive insights into the experiences of PSTs' preparation to teach PE during the school-based training and to statistically assess the impact this experience had on their confidence to teach.</p> <p>The research took place over two distinct phases:</p>		

**2013 – 2015:** Initial research undertaken during this time examined the confidence and competence of 175 final year PSTs in England against professional knowledge statements for primary PE. As a result of this research, the Professional Knowledge Model (PKM) (3.3) was developed as a tool to aide PST reflection in primary physical education. The PKM was later supported by the Department for Education (DfE) formed Physical Education Expert Subject Advisory Group (ESAG) and was later hosted by the Association for Physical Education on their website (5.1). Outputs from this research include a peer reviewed paper (3.3), two professional edited journal articles and downloadable website materials (5.1). For the first time, the research provided the ITT community with a knowledge base in which to inform their curriculum.

**2016 – 2018:** A further second study adopted the PKM to develop an online survey tool for research, with 1194 participants from 16 higher education ITT providers across England. Questions were also asked about opportunities to teach primary PE and factors affecting their professional learning when on placement. The research identified that nearly 50% of PSTs had not taught PE when on a school-based placement and attributed this to a growing 'outsourcing' agenda following the PESP funding. Findings further illustrated a complex and diversifying workforce of who teaches primary PE, evidencing a changing landscape of PE teaching in England. The research was presented to the DfE, the Physical Education ESAG and the Youth Sport Trust (YST). Outputs from this research have included an extensive report (3.1) and a peer-reviewed paper (3.2).

### 3. References to the research (indicative maximum of six\* references)

3.1 Randall, V., A. Richardson., W. Swaites and S. Adams (2016) *Generation Next: The preparation of pre-service teachers in primary physical education*, Winchester: University of Winchester <https://winchester.elsevierpure.com/en/publications/generation-next-the-preparation-of-pre-service-teachers-in-primar-3> [submitted in REF2a]

3.2 Randall, V. and G. Griggs (2020) 'Physical Education from the Sidelines: Pre-service Teachers Opportunities to Teach in English Primary Schools' *Education 3 – 13: International Journal of Primary and Early Years Education* DOI: 10.1080/03004279.2020.1736598 [Altmetric score of 13 - In the top 25% of all research outputs scored by Altmetric]

3.3 Randall, V. (2019) 'Becoming a Primary Physical Educator' *Education 3-13: International Journal of Primary, Elementary and Early Years Education*, 48(2), p.133-146, DOI: 10.1080/03004279.2019.1594330 [Altmetric score of 27 - In the top 5% of all research outputs scored by Altmetric]

3.1 was scored at 3\* by external assessors and 3.3 was scored at 2\*.

### 4. Details of the impact (indicative maximum 750 words)

#### Impact upon Practice

The research, *Becoming a Primary Physical Educator* (3.3), led to the creation of a PKM for primary PE. The PKM is hosted by the Association for Physical Education, on their website and supported by the DfE formed Physical Education ESAG. In the absence of resources to

support the new National Curriculum in England in 2013, the tool was crucial in helping support teacher professional development in primary schools and curriculum design in ITT. The PKM resource received 5,438 unique page views from June 2015 - February 2020 (5.1).

Higher education institutions also used the PKM to reshape their ITT assessment and curriculum content.

*“At [Birmingham City University], I regularly draw attention to the PKM to our trainees, so that they can map out their own professional development during their time on our ITT programme and for when they graduate and enter the workplace...” (5.2).*

### **Impact influencing policy and public debate**

Since the London 2012 Games, PE, sport and physical activity have been a focus in cross-departmental government policy. Within this agenda, teachers’ confidence and competence to teach primary PE has held a central position. The research, *Generation Next* (3.1 - 3.2), raised concern over issues PESP funding was having on PE in schools, in particular teacher development. It has stimulated interest at a parliamentary level influencing the development of future policy in this area (5.3-5.7).

Following the publication of the *Generation Next* research report (3.1), Randall was asked to speak at the All-Party Parliamentary Group (APPG) on a Fit and Healthy Childhood (5.3). Questions were presented to Randall about the PESP funding which later led to written questions by Lord Palmer (Hansard) to the DfE (5.4). The response given to these questions were considered to be ‘unsatisfactory’ by the APPG. The University of Winchester was then requested to write the Terms of Reference for a new APPG report that would look into the PESP further (5.5). The APPG report showed demonstrable impact on public engagement (5.5) and was cited in the House of Commons Research Briefing Paper for *Physical Education and School Sport* (5.6). A Minister and MP also welcomed the APPG report and invited Randall to discuss with the DfE “how best to reflect the report in the new Government’s new ‘School Sport Action Plan’”. (5.7). The success of the APPG’s ‘*Primary PE and Sport Premium*’ report led to wider engagement from the higher education community. Since March 2019 more research from ITT and PE has been represented in the APPG’s reports and media.

Testimonial from Head of the APPG on a Fit and Healthy Childhood Secretariat:

*“I’d like to thank Vicky [Randall] for her achievement on driving this forward on behalf of the APPG. Her personal commitment in delivering this has been invaluable... The incorporation of our report in this key briefing for politicians will make a substantial impact on political debate and is a massive step forward in influencing decision-making for some time to come”.* (5.6)

### **Impact on processes and infrastructure**

The findings from the *Generation Next* study (3.1) highlighted gaps in primary trainee teachers’ professional knowledge. A key recommendation from the research was for greater collaboration with third sector national organisations and ITT providers to support the delivery, content and advocacy of primary PE. In response, the YST adapted their strategic policy to ensure provision to higher education was met. The outcome was a collaborative engagement with the YST and ITT providers across England which led to the creation of national network for primary physical education teacher education (PETEN) (chaired by Randall) and a Higher Education Advisory Group (chaired by the YST). Furthermore the YST revised their

membership infrastructure, recognising they had not previously included PST education in their professional development offer.

A senior representative of the YST said:

*“Following on from the research conducted and the publication of ‘Generation Next’, the Youth Sport Trust reflected on its own support for the next generation of teachers, both whilst they were still training and once they were fully qualified... This led to the formation of the HEI advisory group ...In light of this YST has reviewed its membership to support a membership for students and NQTs [newly qualified teachers] and also support HEIs in delivering content....”* (5.8).

A member of PETEN stated:

*“...off the back of this network, it has allowed me to be involved in academic work, writing articles surrounding the use of primary PE [physical education] funding and giving recommendations for more effective use in the future. I see this network as a great source of expertise and one that can hopefully manufacture positive change within school physical education”* (5.2).

#### **5. Sources to corroborate the impact** (indicative maximum of 10 references)

- 5.1 Association for Physical Education website <http://www.afpe.org.uk/physical-education/professional-learning-model-a-auditing-tools/> [website data with supporting email from ] (*impact upon practice*)
- 5.2 Higher education testimonials about the PKM and PETEN (Senior Lecturer from Birmingham City University) [personal statement via email] (*impact upon practice and impact on processes and infrastructure*)
- 5.3 Speaker notes at an All-Party Parliamentary Group meeting on a Fit and Healthy Childhood, Palace of Westminster <https://fhcappg.org.uk/?p=536> [APPG website link] (*impact influencing policy and public debate*)
- 5.4 Questions tabled by Lord Palmer to the DfE <https://questions-statements.parliament.uk/written-questions/detail/2018-05-08/hl7643> [Parliament UK website] (*impact influencing policy and public debate*)
- 5.5 All-Party Parliamentary Group on a Fit and Healthy Childhood report on the Primary PE and Sport Premium <https://fhcappg.org.uk/wp-content/uploads/2019/07/the-primary-pe-and-sport-premium-report-180219-2.pdf> and Impact Assessment Tracker <https://fhcappg.org.uk/wp-content/uploads/2020/03/IMPACT-ASSESSMENT-THE-PRIMARY-PE-AND-SPORT-PREMIUM.pdf> [APPG website link] (*impact influencing policy and public debate*)
- 5.6 House of Commons briefing paper and testimonial statement in recognition of Dr Randall’s work <https://fhcappg.org.uk/?p=1315> [website link] (*impact influencing policy and public debate*)
- 5.7 Letter from Member of Parliament [headed letter] (*impact influencing policy and public debate*)
- 5.8 Youth Sport Trust testimonial, senior representative [individual statement via email] (*impact on processes and infrastructure*)