

Institution: The University of Cumbria		
Unit of Assessment: UOA23: Education		
Title of case study: The impact of research on residential experiences effecting change in outdoor learning policy and practice		
Period when the underpinning research was undertaken: 2008 – 2020		
Details of staff conducting the underpinning research from the submitting unit:		
Name(s): Professor H.E. Prince Dr C Loynes	Role(s) (e.g. job title): Professor Reader	Period(s) employed by submitting HEI: 2007- present 2007- present
Period when the claimed impact occurred: 2014 - 2020		
Is this case study continued from a case study submitted in 2014? N		
1. Summary of the impact (indicative maximum 100 words) <p>Our research has identified the key social and cognitive outcomes of residential experiences. It has led directly to: policy development for high quality residential experiences in the outdoors by national organisations and international government departments; embedded and extended provision of residential experiences for children and young people across an increased range of providers; and, enhanced provision of support for national and international practitioners on best practice in outdoor learning. The impact of this research is on policy and practice in outdoor learning for education providers, children and young people in the UK, Taiwan and Singapore.</p>		
2. Underpinning research (indicative maximum 500 words) <p>Outdoor learning has emerged since 2010 from 'outdoor education' as a broader term encapsulating experiential learning in formal and non-formal education. It has been the subject of significant conceptual and empirical research at the University of Cumbria (UoC) and its legacy institutions for over twenty years. A number of projects underpin the benefits of residential experiences for children and young people and the subsequent impact on outdoor learning policy and practice in the UK and internationally by the two lead researchers: Prince and Loynes.</p> <p>A key finding of this research situating residential experiences in the framework of outdoor learning demonstrated that there are positive cognitive attainment and social outcomes for young people in the short term, and that in the longer term, life opportunities are enhanced through increased confidence and self-constructs (R1). Our research on outdoor learning practice in primary schools demonstrates the importance of these outdoor experiences with an upward trajectory and a proportionate 9% increase in residential visits (between 1995 and 2017), with committed and confident teachers key to their success (R2). Our research has demonstrated the importance of practitioners and teachers becoming researchers themselves to evidence outcomes and benefits (R3), which has influenced national policy on residential educational visits through the infrastructure established at, and led by, UoC, to provide evidence for impact at government level.</p> <p>The 'Learning Away' research project (2008-2015) developed best practice for residential educational visits for schools by identifying criteria to underpin national policy for residential provision, to implement and embed these practices, to evaluate and evidence the impact of these outdoor experiences, and to support advocacy for their widespread adoption in schools. The research showed that well-designed residential visits had significant impact on relationships, student engagement, progress and attainment, and enhanced wellbeing in confidence and self-efficacy. The study identified the key characteristics of high quality residential visits as being progressive,</p>		

embedded in the curriculum, designed and led by staff and students, and providing new and memorable experiences. Loynes was an action researcher for the project funded by the Paul Hamlyn Foundation (PHF). Following the success of this research, the Council for Learning Outside the Classroom (CLOtC) established the Learning Away Consortium to advocate for residential interventions for every child in the UK – the ‘Brilliant Residentials’ campaign (S8). It funded a second phase of research: a meta-review of the literature reporting on residential interventions and attainment, wellbeing and engagement (to Loynes) and a small-scale comparative study on the impact of residentials on the cognitive attainment of year 6 pupils by Loynes and Dudman (research assistant) contributing evidence to the raising education attainment agenda within UK government (R4).

Work has extended to different forms of residential experiences, particularly sail training voyages that have been found to elicit positive contextual and socially-oriented outcomes. Prince (and Fletcher, Newcastle University) undertook empirical research with secondary school students focusing on wellbeing and character outcomes (2016). Building on these findings, our research extended to a social impact study for the Ocean Youth Trust North in 2018-19 to explore the wider and longitudinal impact of these residential experiences. Few studies have examined the lasting impacts of outdoor residentials and these data formed part of a systematic review (R5), which identified self-confidence, independence and communication as lasting outcomes across larger datasets.

Loynes (R6) demonstrated the outcomes of a place-responsive, immersive residential experiences for international students on specialist degree programmes. Co-construction of knowledge about place through participative enquiry resulted in stronger and diverse professional identities as outdoor educators, respectful of cultural backgrounds. Longer and repeated encounters were important for more nuanced narratives of place.

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

Evidence for the quality of research comes from the fact that all outputs were underpinned or derived from externally funded grants and published following rigorous peer review. R2 won the Institute for Outdoor Learning Research Award 2019, which recognises research that has ‘used models for change to make a real impact in their communities’ (schools, providers, advisors, educational organisations and local authorities). It was the most downloaded paper in the journal in the twenty months to November 2020.

- R1. Loynes, C., Dudman, J. and Hedges, C. (2020). ‘The impact of residential experiences on pupils’ cognitive and non-cognitive development in year six (10–11 year olds) in England’, *Education 3-13. International Journal of Primary, Elementary and Early Years Education*, <https://doi.org/10.1080/03004279.2020.1722199>. Published online.
- R2. Prince, H.E. (2019) ‘Changes in outdoor learning in primary schools in England, 1995 and 2017: Lessons for good practice’, *Journal of Adventure Education and Outdoor Learning*, 19(4), 329-342, <https://doi.org/10.1080/14729679.2018.1548363>.
- R3. Hedges, C., Loynes, C and Waite, S. (2019) Research hubs: The theory-practice nexus. In B. Humberstone and H. Prince (eds), *Research Methods in Outdoor Studies*, 317-328, Oxford: Routledge. Book chapter (can be supplied by HEI on request).
- R4. Loynes, C. (2017) ‘The renaissance of residential experiences: Their contribution to outdoor learning’, in S. Waite (ed). *Children Learning Outside the Classroom: From Birth to Eleven*, 209-221 (2nd ed), Los Angeles: SAGE. ISBN: 08702048X. Book chapter (can be supplied by HEI on request).
- R5. Prince, H.E. (2020) ‘The lasting impacts of outdoor adventure residentials on young people’. *Journal of Adventure Education and Outdoor Learning*, <https://doi.org/10.1080/14729679.2020.1784764>. Published online.
- R6. Towers, D and Loynes, C. (2018) ‘Finding new ways: Developing a co-constructed approach to excursions in Higher Education. *Journal of Experiential Education*, 41(4), 369-381, <https://doi.org/10.1177%2F1053825918808329>.

Grant funding:

- £2,256,500 to the Learning Away Consortium from the Paul Hamlyn Foundation, 2008 – 2015 (£24,500 to Loynes, underpins outputs R4 and R6).
- £11,000 to Ocean Youth Trust North from Garfield Weston Foundation (£7,980 to Prince for social impact study), 1.10.18 – 31.3.19 (underpins output R5).
- £26,000 to UoC (Loynes) from the Institute for Outdoor Learning for Research Hubs UK, theory –practice nexus, 1.11.17 – 30.4.19 (underpins output R3).
- £19,500 to UoC (Prince) for from the CHA Invited Guest Fund for REALISE (Researching Experiential Active Learning Initiatives for Staff/Student Engagement), 1.4.17 – 31.3.19 (underpins outputs R1 and R4).

4. Details of the impact (indicative maximum 750 words)**Impact 1: National and international policy development for high quality residential experiences in the outdoors**

Our research illustrating the benefits and outcomes of residential experiences for children and young people in formal and non-formal (extra-curricular) education has influenced national policy (UK, the Outdoor Council's (OC) national guidance for high quality residential – (S1). The OC is an umbrella body for those organisations in the UK involved in outdoor education, training and recreation. Residential experience is identified as a core theme of outdoor learning evidenced by the Learning Away (LA) research, which is cited and quoted here; this has been identified because of the LA evidence since the previous document in 2005. The guidance has been translated into Welsh (S1), dovetailing Outdoor Learning best practice with Welsh Government legislation and promoted in the new Curriculum for Wales, and into Cantonese and used by the Taiwanese government. In addition, *"The Outdoor Council and the Association of Heads of Outdoor Education Centres published a summary document that focused on what a high- quality residential experience might look like. This could only have been pulled together by drawing on the evidence that the Learning Away programme and research provided. We are indebted to Learning Away and the support that University of Cumbria gave to the programme – the impact has lasted and most important of all continues to benefit many young people ... today."* (Chair, Outdoor Council, 2020, (S2). This is used in training of Educational Visits Co-ordinators in schools across the UK (S2) with good practice examples from Learning Away cascaded through the Outdoor Education Advisers' Panel, the lead body and professional association in England and Wales for outdoor learning in schools (S3). It has been cited and used as evidence in the DEFRA specification for the ongoing 'Nature Friendly Schools' (£6.3m) project with 300-400 schools with the highest proportion of disadvantaged pupils in England to illustrate the impact of educational visits for enhanced engagement in learning in school and for mental wellbeing (S4, 2018).

The Ministry of Education in Singapore has developed a 'National Outdoor Adventure Education Masterplan' embedding enhanced residential experiences for all school students from 2020 based on our research and Loynes' involvement in policy development including work with 2000 physical education teachers (S5). This policy extends the length and quality of residentials, and the numbers of students experiencing them within the mandatory curriculum.

Impact 2: Embedded and extended provision of residential provision for children and young people across an increased range of providers

The 'Learning Away' (LA) research identified substantial benefits and outcomes to children within the partnership of 63 schools in the UK validated by children, teachers, headteachers and community workers (S6). *"The importance of Learning Away ... is that this programme has not only affected students and staff, it has also integrated with and impacted on the ethos of the school, its partners and the wider community. Brilliant Residentials have played a significant part in raising attainment and aspiration, encouraging cohesion within and beyond the school, and transforming teaching and learning in and outside of the classroom."* (Headteacher, Secondary School).

Due to its success, LA was extended through the 'Brilliant Residentials' campaign led by the Council for Learning Outside the Classroom (CLOtC). Each of the 18 key consortium members in the UK promote and embed residentials in their programmes, including the Scout Association, with evidence reported on the BBC (S7), Times Educational Supplement, and Schools Week. Through these organisations, Brilliant Residentials have benefitted an estimated 1.8 million young people per year through enabling them to access residentials and stakeholders have been convinced of the outcomes and benefits. CLOtC is a national organisation endorsed by government (and working closely with DfE), responsible for leading LOtC following the launch of their LOtC Manifesto in 2006. The LA Consortium has developed resources drawn from our research including an evaluation toolkit, case studies, practical advice, online and face to face CPD to support educators 'in making high quality residentials a reality for every child'. *"I probably did more hours of work in that one week (on a residential) than I did in the whole term; I just had so much inspiration from it."* Year 10 student (S8).

Our research projects on sail training residential experiences and social impact have been used and cited by the national Association of Sail Training Organisations (ASTO) and the Ocean Youth Trust North (OYT North) to evidence value and impact for stakeholders, funders and participants (S9). These research findings show the impact of sail training beyond seamanship through the development of well-being, character, self-confidence, appreciation of capabilities and respect for, and cooperation with, others. The research has evidenced the value of these residential experiences on life chances for young people and support for transition to adulthood and employment. ASTO sail training practitioners have used our research evidence to modify their onboard practices to optimise these outcomes, evidenced through young peoples' and sail trainers' evaluations, and reported life trajectories and outcomes.

Impact 3: Providing support for national and international practitioners on best practice

By developing the engagement of head teachers and practitioners with the relevant research, impact has been maximised and extended through the expanding national network of research hubs. Currently, the seven hubs each have memberships of between 20 and 70 outdoor learning practitioners and researchers, representing some 250 organisations in the UK. They are a national initiative between UoC, the Institute for Outdoor Learning, CLOtC and Natural England (NE) to support an integrated approach to the provision of outdoor learning in the UK (S10). These researcher-practitioner hubs led by UoC (R3: Loynes, Prince & Hedges as research assistant) draw together past and current research and identify the current and future research needs of outdoor practitioners to support local provision. They provide a unified voice to influence practice and policy at a national level. *Research Methods in Outdoor Studies* (Humberstone & Prince) has become a standard text to support practitioners as researchers.

Further dissemination to teachers occurs through the Learning, Education and Development Research Centre (UoC), Cumbria Research and Innovation events and the UK Strategic Research Network (SRN). Loynes as national lead for the research hubs is the representative on this network, hosted by the CLOtC on behalf of NE. SRN supports the advancement of policy and practice through relevant UK government agencies (NE, Public Health England) by facilitating a more integrated and strategic approach to research, evaluation and use of evidence, and is a growing partnership of the leading relevant academic institutions and agencies in this area.

Our research on the outcomes of immersive outdoor residential programmes involving international students on a transcultural Erasmus-mundus programme (2012-2018) together with our wider research findings on residentials has subsequently impacted practice globally with practitioner influence in 52 countries. We have evidence for the impact of our research on residential experiences on outdoor learning practice and policy in 13 countries. 90.9% ($n=34$) said that our research had increased people's understanding with 72.7% saying that young people had benefitted from the research with health, wellbeing and participants' capacities for the future (66.7%) as outcomes identified. Moreover, many practitioners reported the scale of the impact of outdoor residential provision. *"...it has been interesting ...to engage and empower practitioners and community members to act in their contexts"* (Teacher, Primary School, Brazil) (S11).

Exemplifying and evidencing our research through our taught programmes and CPD for practitioners and teachers in the UK and internationally has led to the adoption of high-quality residential experiences in outdoor programmes worldwide.

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

- S1. English Outdoor Council (2015) 'High Quality Outdoor Learning' publication includes guide to high quality residentials from the Learning Away research <https://www.englishoutdoorcouncil.org/wp-content/uploads/2049-High-quality-outdoor-learning-web-version.pdf> (pp. 4, 10, 29); https://www.walescouncilforoutdoorlearning.org/wp-content/uploads/2019/06/2338-High-quality-outdoor-learning-Wales_Welsh.pdf (pp. 4, 10, 29).
- S2. Testimonial letter evidencing national and international impact of the Learning Away and University of Cumbria research, its impact in the sector through guidance and training, from Chair of Outdoor Council, UK. [Corroborator 1].
- S3. Outdoor Education Advisers' Panel (OEAP), Making the case for residentials and Ofsted good practice examples from Learning Away project. <https://oeapng.info/downloads/making-the-case/>.
- S4. DEFRA (2018) Children and Nature, Nature Friendly Schools – specification for £6.3 million project based on 25 Year Environment Plan. Evidence base citing the Learning Away research (p.11). Provided as PDF.
- S5. Testimonial correspondence on policy and impact in Singapore from the Assistant Director (Outdoor Education) Lead Specialist, Ministry of Education (MOE). Website on new MOE policy: <https://www.moe.gov.sg/news/press-releases/developing-rugged-and-resilient-youths-through-outdoor-education>. [Corroborator 2].
- S6. Case study and video testimonial, Headteacher, Calderglen High School <https://learningaway.org.uk/case-studies/how-residentials-are-changing-our-school/>.
- S7. Council for Learning Outside the Classroom (CLOtC) 'Brilliant Residentials' <https://www.lotc.org.uk/the-learning-away-consortium/>. Film linking research to impact on children including BBC Breakfast Report. <https://learningaway.org.uk/the-campaign/brilliant-residentials-films/>.
- S8. Testimonial correspondence from CEO of CLOtC (2016-2019) on the impact of Learning Away research [Corroborator 3] on schools, teachers, headteachers and children through media coverage, resources, support, CPD and further evidence to establish and sustain the 'Brilliant Residentials' campaign. <https://learningaway.org.uk/wp-content/uploads/Learning-Away-The-state-of-school-residentials-in-England-2017-.pdf>.
- S9. Association of Sail Trainers (ASTO) UK, Why does it work? Citing our research as evidence. <https://uksailtraining.org.uk/why-does-it-work> and Ocean Youth Trust North (OYTN) Social Impact Study. <http://www.oytnorth.org.uk/about/social-impact-study>.
- S10. Evidence of UoC's central role in UK research hubs. <https://www.outdoor-learning-research.org/Research/Research-Hub>.
- S11. The impact of the University of Cumbria outdoor learning research on residential experiences in transcultural practice. Report of 2020 survey of MA TEOS (Transcultural European Outdoor Studies) graduates. Provided as PDF. Testimonial from primary school teacher, Brazil (p.4 of the report). [Corroborator 4].