

<p>Institution: University of Lancaster</p> <p>Unit of Assessment: Education (panel 25, main panel C)</p> <p>a. Overview</p> <p>We specialise in conducting theoretically-informed, methodologically rigorous and socially relevant research into education. We are distinctive in only providing postgraduate research training in the field of education, having no teacher education programme and from 2014-15 we will only provide doctoral (PhD) level programmes of study. We have three Research Centres that reflect the expertise of the 11 FTE members of staff we have submitted to the REF and shape our future research plans. These are the Centre for Higher Education Research and Evaluation (HERE); the Centre for Social Justice and Wellbeing in Education (SJWB); and the Centre for Technology Enhanced Learning (TEL). These Centres are brought together through three cross-cutting themes – all of the Centres: draw on social practice theory to inform their work; have an interest in the relations between theories and methods and the development of innovative research methodologies; and have projects that focus on teaching and learning practices in a range of institutional settings. Together these cross-cutting themes ensure that our work is theoretically-rich, methodologically inventive and robust, and oriented to improving educational practices. Each of our Research Centres has at least one PhD programme associated with its research ensuring that there are strong synergies between our research and our teaching. These programmes involve two years of taught modules in which students produce publishable pieces of work followed by the production of a 45,000 word thesis in years 3 and 4. All of our PhD students (PGRs), whether on doctoral programmes or the traditional research route (TRR) are associate members of at least one of our Research Centres and we operate on the principle that our PhD students are our research colleagues.</p> <p>Our research strategy has four aims:</p> <ul style="list-style-type: none"> i) to further develop our reputation for international excellence in the three areas of our Research Centres; ii) to empower the Research Centres to be engines for the achievement of our research targets; iii) to integrate research and doctoral provision in ways which are inclusive of PGRs; iv) to further develop our engagement with institutions and agencies internationally. <p>We are well-positioned for the next five years. We will build on our strong record of success through our innovative Research Centres and their associated four 4-year PhD programmes, through our large and dynamic Traditional Research Route (TRR) PhD provision, and through continued investment in our staff and the maintenance and enhancement of our well-established, inclusive, research culture.</p> <p>b. Research strategy</p> <p>The Department is based in Lancaster's large, interdisciplinary Faculty of Arts and Social Sciences (FASS). Since the 2008 RAE, our research strategy has focused around our three Research Centres. This has involved a shift from focusing on Psychology in Education to Social Justice and Well-being and has allowed us to build on our strengths and reputation in the area of education and social justice. This is in addition to further developing our international profile in researching higher education and technology enhanced learning. During the REF period, we have met the four aims of our research strategy in the following ways:</p> <ul style="list-style-type: none"> i) to further develop our reputation for international excellence in the three areas of our Research Centres; <p>We have led ground-breaking research into each of the areas of our centres. For example, in HERE, our research into the Scottish Higher Education Quality Enhancement Framework (Saunders, Sin (PGR) and colleagues), has led to theoretically-informed and methodologically robust research outputs, the development of strong networks with research users such as policy makers and universities, and a significant impact on the practices of these research users both nationally and internationally, as outlined in one of our impact case studies. In relation to SJWB, the research into 'laddism' in schools and higher education by Jackson and colleagues is</p>

Environment template (REF5)

encapsulated in ten publications and the work has been incorporated into Government policy and guidance, led to changes in classroom practices and been used as a core element of the OCR 'A level' Sociology syllabus. In relation to TEL, **Passey** and colleagues' research into technologies in schools has improved knowledge of how to develop and implement digital educational resources so that they are better targeted at learners' needs. The impact of this work is outlined in our other impact case study. The well-established international reputation of our three Centres is demonstrated by the approaches they receive to submit funding bids – recently from the Australian and South African Research Councils, European research funding bodies as well as the UK Higher Education Funding Councils.

We ensure synergies between the Research Centres in two related ways. First, there are three themes that are common across our centres:

- a) a focus on social practice theory that allows each centre to examine the relations between policies and practices in their area. For example, in SJWB this is reflected **Hamilton's** work on the Skills for Life (SfL) initiative;
- b) an interest in the relations between theories and methods that ensures that our research is both theoretically and methodological robust and helps us to develop innovative approaches to research. For example, in HERE this is reflected in **Ashwin's, Tight's** and **Trowler's** work on theories and methods in higher education research;
- c) each centre also has projects which focus on formal and informal teaching and learning practices in a range of institutional settings from schools, further education and universities to families and informal peer groups. For example, in TEL this is reflected in **Passey and Gillen's** work on pupil engagement with digital technologies.

Second, we have a number of projects that involve two or more of our Research Centres. For example, a developing area is higher education pedagogies and their relationship to both physical and virtual spaces. This is an area of specialism of a new appointment (**Bligh**), but builds on previous work by **Cranmer, Gillen, Passey, Trowler**. Another is doctoral pedagogies, again both online and face to face (**Ashwin, Saunders, Trowler**) and issues of equity and justice surrounding these (**Warin, Jackson, Passey**). These areas illustrate the links we make between our research and our curricular provision at doctoral level. They also illustrate how, because they respectively focus on an educational sector (HERE), educational processes (TEL) and educational principles (SJWB), the work of the three Centres can move between being integrative and independent with relative ease.

As a result of our research strategy, we have also increased our research productivity. For example in relation to outputs, since 2008-9, we have increased publication rates of books from 3 to 7 books per year and peer-reviewed articles from 12 to 19 articles per year.

ii) to empower the Research Centres to be engines for the achievement of our research targets

The Research Centres have formed plans, set targets and identified individuals to submit bids to fund large research projects over the next 5 years, making 3 large bids each per year. Based on this, we aim to increase our average research income of £268,000 to £500,000 by 2019, despite the difficult funding environment. These plans build on a solid base of funded research. In relation to HERE, this includes current and recent projects on higher education leadership (**Saunders, Burkinshaw** (PGR)); student engagement (**Trowler**); pedagogic quality and inequality in higher education (**Ashwin**); and academic workloads (**Tight**). In relation to SJWB, this includes projects on school children's development of selfhood (**Warin**); research into the Skills for Life (SfL) initiative (**Hamilton** and colleague) and masculinities in education (**Jackson**). In relation to TEL, this includes projects on uses of digital technologies by young people with sight loss (**Cranmer**); Internet safety (**Passey, Cranmer**); pupil engagement with digital technologies (**Passey, Gillen**); and digital literacies (**Gillen**).

Our 5-year annual average of grants submitted is 15, with a total amount of funding won since 2008 of almost £1.5million. Funders have included the ESRC (including a Knowledge Transfer Partnership); the QAA Scotland; Scottish Higher Education Funding Council and HEFCE; the BBC; the European Commission; local councils; private companies, the LfHE, the HEA; BPS; NHS, and other universities.

iii) to integrate research and doctoral provision in a ways which are inclusive of PGRs

All PGRs, whether traditional route or on a programme, are associate members of at least one Research Centre and we often include PGRs in bids for funding. We publish with current PGRs and alumni, for example we have published over 25 peer reviewed journal articles with our PGRs and alumni since 2008. Our doctoral programmes are designed so that PGRs research and publish in journals as they progress. Students on our doctoral programmes have published over 50 peer reviewed journal articles based on their work on the taught element of the programme within the REF period. O'Connor (PGR) attributes his winning an ERASMUS grant on lifelong learning to our doctoral training. We publicise these joint and individual research outputs on our website. With most of our doctoral students already being professionals, often in higher education, the success of our work is indicated by quick promotion following graduation. Several of our PhD graduates have been subsequently promoted to Chairs, including at Durham, Edinburgh, and Liverpool Universities.

iv) to further develop our engagement with international institutions and agencies

In partnership with the Faculty, we provide resources to strengthen our international collaborations. For example, we have funding to further develop our relationship with the University of Cape Town through designing joint comparative research into higher education and technology-enhanced learning in doctoral provision. Each Research Centre has a series of events and conferences associated with their work, which are underwritten by the Department and used to further develop our international networks. For example, HERE lead on and co-ordinate the international *Higher Education Close Up* conference that is run in the UK and South Africa on a rotating biennial basis. The TEL centre is centrally involved in the international *Networked Learning* conferences. Both of these conferences are growing in reputation and size. The SJWB Centre has a well-established association with the University of Gothenburg that is focused on Gender and Education.

Supporting processes

We have established two key processes to support the meeting of these aims. The Department's Research Committee is open to all departmental staff and has standing items in which the heads of Centres (**Warin**, **Passey** and **Saunders**) report on their progress. Additionally, the Head of Department (**Ashwin**) and Director of Research (**Trowler**) meet regularly with individual members of staff to discuss, and give guidance on, their research and impact plans and to evaluate their research outputs. Staff development needs are also identified through this process. A rigorous workloads allocation model ensures equity across the Department in terms of protecting the 33% of staff time available for research and supporting careful planning of academic sabbaticals.

c. People, including:

i. Staffing strategy and staff development

Staffing Strategy: We recruit academic staff with PhDs and established research track records or with evident potential in one or more of our three core research areas. All recruitment panels are trained in equality and diversity issues and always have members from both sexes. **Cranmer** (2012) and **Bligh** (2013) are the most recent recruits, both primarily to the TEL area, and they add depth to our established areas of expertise. They also add new interests which cross our three areas of research excellence (digital inclusion, equity and safety, use of digital technology across the lifespan for **Cranmer**, evaluation approaches in digital environments and the issue of spaces in HE for **Bligh**).

We have the critical mass of staff necessary to sustain and enhance our international reputation in our three areas of expertise. With our plans for increases in research funding and doctoral provision coming to fruition, the projections in our staffing plan show us increasing the size of our academic staff to 19.6 FTEs by 2017. All of our Category A staff bar one have indefinite contracts, and these will be standard for future appointments. Succession planning for three senior professors close to the point at which they may choose to retire will enable us to further refine our research expertise. We expect the demographic and academic grade profile of the Department to change by 2019 to include more early/mid-career staff, with a smaller proportion at professorial level (currently there are 7 professors).

To facilitate research and promote equity our workload model enables all academic staff to spend at least one third of their time on research activities. Probationary staff have a reduced teaching and administrative load (0.75). Staff are entitled to one term of sabbatical leave after every seven terms. Since 2008, 7 staff have taken a total of 16 terms of sabbatical leave. The University has the EU Human Resource Excellence in Research badge, which identifies institutions as providers and supporters of a stimulating and favourable working environment, and backs the Concordat to Support the Career Development of Researchers.

Staff Development: Early career researchers meet regularly with their mentor as well as with the Head of Department (**Ashwin**) to discuss their career progression. They are also supported by their Research Centre through a combination of collaborative work and training (for example, around bid-writing) as well as the provision of support and guidance in developing their research profile. New staff are expected to bid for research funding, minimally internal funding, in their first year and are supported to do so. They are able to apply for research funding from both the Department and the Faculty that is ring-fenced for early career scholars. All staff in the Department participate in a Performance and Development Review each year, which identifies areas in which they can develop their practices and mechanisms to support this development. This also supports their career progression. Over a third of academic staff have been promoted in the REF period, including two to professorships. All academic staff are involved with at least one of our four doctoral programmes, and all supervise PhD students (with mentoring in the case of newer staff). The Department's Research and Development budget of £20k per annum supports research activities and development for academic staff. There is also funding available from the Faculty. Faculty and University administrators assist with funding applications, budget-setting and financial reporting. The Department's Research Committee, supported by Faculty, offers advice on funding bids, publishing, funding sources and potential partners for collaboration. The three Research Centres also do this for their members. Clear procedures for research funding bids, including ethics procedures, have been established by the University and the Faculty, and are encapsulated in software which standardises and speeds associated processes. Highly skilled and experienced administrators as well as more senior academics support new recruits through bidding processes. Our research seminars (approximately 20 per year) are given by leading researchers in education and related fields, policy-makers, our own academic staff, PGRs nearing the end of their PhDs and alumni. With many part-time PGRs based overseas, we provide a live (interactive) link and this is extensively used by them. We also, where presenters consent, post videos of the seminars on the Department's website as well as audio recordings of reading and writing group discussions. We invite internationally renowned scholars to offer seminars and sessions on our doctoral programs, recently from Australia (QUT) and Sweden (Gothenburg U, Uppsala U). When we run conferences, for example the *Higher Education Close Up* conferences and the biennial Networked Learning Conference, we ensure that PGRs are fully involved and offer papers, as Tummons, McArthur and many others have done.

ii. Research students (PGRs):

We are achieving our target to grow the number of PGRs in the Department. Each Research Centre has at least one PhD Doctoral Programme associated with its work. The TEL Centre has 105 current postgraduate research students (PGRs) on its doctoral programme. The HERE Centre has two PhD Doctoral Programmes: one established for 20 years, with 85 current PGRs, one new online programme, which has 23 students registered in its first year (2013-14). The SJWB Centre also has a new Online PhD Programme that focuses on education and social justice and has 16 students registered in its first year. In addition to our PhD Doctoral Programmes, we also supervise TRR students across our three areas of expertise (33 PGRs currently).

In the 2012-13 academic year admissions were 7 TRR, 22 PhD doctoral programme (higher education), 25 PhD doctoral programme (TEL). In total we had 223 PhD students registered in March 2013. With our two new online Doctoral Programmes, in 2013-14 we expect to recruit around 100 new PhD admissions. When at full capacity in 4 years' time we expect to have a total of 300-400 registered PhD students. These numbers of students are manageable because, as a Department, we only recruit PhD students and the structure of the part-time PhD programmes means that in years 1 and 2 students take structured modules rather than having individual

supervision. We expect the proportion of overseas students to grow from the current 25% to 60%. In proportion to our FTE academic staff, we will have a far larger number of doctoral research students than our comparators. Our completion rates are strong when compared with HEFCE (2008) figures on the PhD completions in education. For example 68% of our part-time doctoral programme students complete the thesis stage of their programmes in four years. We also receive very positive feedback from our students about the quality of our PhD provision.

Our PhD students are funded by a variety of means. Over the REF period we have had 25 ESRC funded students. These are now allocated through our shared pathway with the University of Manchester in England's largest ESRC Doctoral Training Centre. We also have PhD students funded through Knowledge Exchange Partnerships and Higher Education Academy studentships. Our PGRs have also benefited from both full (most recently Adriany) and fees only (Hourdequin) scholarships provided by Faculty.

Full-time PGRs have office space, WiFi, photocopying, printing and telephone, and may apply for travel funds and have the opportunity to take on the role of Graduate Teaching Assistant. As noted above, all of our PGRs are associate members of at least one Research Centre and have the opportunity to be involved as research partners in our funded projects. PGRs have regular supervision and annual appraisals to monitor their progress towards completion. Some staff have produced publications to support PhD study and success (**Jackson; Tight; Trowler**) and these are well-used globally. The Faculty Research Student Training Programme provides training in research methods, philosophical issues, ethics, data analysis, writing, presentation skills, and careers advice. Students are also supported by the University's Graduate School and ESRC-funded students have access to seminar provision at Manchester University's School of Education. In addition to regular supervision, we enhance our research culture for PGRs through a number of mechanisms that are overseen by our Research Students' Tutor. The tutor runs monthly meetings for students in which they discuss their progress and have presentations from academics from within and outside the Department. There is an annual work-in-progress conference in which all TRR students present their work in a conference-like setting. This conference is attended by academic staff from the Department as well as PGRs. Reading groups meet twice a term and their discussions are digitally recorded for PGRs off campus and archived on the web. There is also a writing group to support PGRs in the writing process. PGRs participate in our research seminars as both presenters and participants (with a live link for remote participants). A newsletter aimed specifically at PGRs is circulated to current and potential students three times a term. We also have student-led innovations which the Department helps to fund. For example an annual student-led conference for our TEL Doctoral Programme in which students discuss their progress and the challenges of completing a part-time distance PhD. This includes presentations from a number of experts on the doctoral process. At university level, all PGR students are members of Graduate College, whether they live on or off campus. The college attracts students from all over the world, creating a unique opportunity to mix with and learn about other cultures. It offers all postgraduate students a relaxed and quiet environment with the support and facilities they need to concentrate on their work.

Our PhD students' employability rates are excellent. For example, the most recent Destination of Leavers Survey (2011-12) showed that our postgraduate leavers had an employment rate of 93% with an average salary of £42,000.

A case study illustrates our approach to PGR inclusion. Vina Adriany is an Indonesian PGR student who received a Faculty Scholarship, and has recently completed her PhD. She presented papers about her research on 'gender relations in Indonesian primary schools' alongside academic colleagues at events in the UK, Spain and Sweden. She has also presented at prestigious conferences (for example at the University of Oxford) on methodological aspects of her work. She offered a presentation to the Department's research seminar and has joined our Swedish-English SJWB network (founded by **Warin**). She has submitted an article from her doctoral research (with **Warin**) to *Gender and Education*. She has been key in developing PGR support groups, including a Writing Retreat, and has regularly participated in the SJWB Reading Group and the annual work-in-progress conference. Her level of engagement is exemplary, but not unusual among our PGRs

and is illustrated by our publishing 25 journal articles with current PhD students over the REF period.

In summary, we consistently receive feedback from our students and from new members of staff that we are an inclusive, people-focused and welcoming Department. We successfully challenge and support our students and staff to become excellent educational researchers in ways that are open, transparent and fair.

d. Income, infrastructure and facilities

Our £1.5 million in research funding included both large prestigious awards (for example **Ashwin's** ESRC funded research on *Pedagogic Quality and Inequality in University First Degrees* and **Gillen's** TLRP-funded TEL strand on *Digital Literacies*) and smaller ones (for example **Passey's** *NEETs Landscape Review* for BECTA). Our policy for conducting small-scale projects is that such funding calls must offer the potential to be developed into larger projects and lead to significant intellectual progress, wider social impact or capacity building. While many Departments draw a clear distinction between research and consultancy (there are different systems and cost codes for each), we tend not to. Our consultancy work is theory-rich and often leads to high quality academic output, while our research is oriented to *Making a Difference* (the theme of the next *Higher Education Close Up* conference). For example our funded evaluative work is based on a social practice approach to evaluation set out in **Saunders, Trowler** and Bamber, 2011 *Reconceptualising Evaluative Practices in Higher Education* (Bamber is a PhD alumna). Similarly, the 3 year evaluation of the HEFCE-funded Strategic Development Project at Southampton Solent University deployed complex adaptive systems theory to illuminate change processes occurring there, with a peer-reviewed academic article submitted based on this work. Our impact statement and case studies illustrate how our research makes a difference beyond the academic setting of the discipline. Research funding has enabled us to drive up the number and quality of research outputs over the period: **Hamilton's** influential book *Literacy and Politics of Representation* is partly based on her *Skills for Life* funded research, for example.

The Department has a TEL suite and a full-time online learning support officer, who supports our online doctoral students. The Department is also supported by a team of technical staff located at Faculty level. Each FTE member of the Department has an annual Individual Research Account of £700 to support attendance at conferences. There are also discretionary funds at Faculty level for conference-going and seed-corn research funding that is well-used, particularly by newer researchers. The Faculty also adopts a strategic approach to knowledge exchange, assisting Departments to consolidate current activities and start developing new ones while sharing best practice and building capacity across the Faculty. Activities range from public engagement to an on-going programme of Knowledge Exchange. Weekly workshops are held for Faculty PGRs and academics. Examples include workshops on research network building and planning for knowledge exchange. They offer advice and guidance on resources provision, developing contacts and marketing to reach key audiences for research.

The University offers a range of support structures to enhance our research infrastructure in conducting research and ensuring the impact of our research. In conducting our research, we benefit from the excellent University library and associated IT resources which mean that research-related resources of all kinds, from online journals to video-conferencing facilities, from data analysis software to research labs, are readily accessible. The University is also a member of the UK Research Integrity Office which gives advice on ethical and integrity issues in research. In terms of ensuring the impact of our research, the University has one of the largest and most active output repositories in the UK. It is also signed up to the Concordat in Public Engagement in Research, which aims to create a greater focus on, and help to embed, public engagement with research across all disciplines in the higher education and research sectors.

e. Collaboration or contribution to the discipline or research base

Staff in our three Research Centres contribute to the vitality and sustainability of academic communities through: 1) Collaborative arrangements; 2) Serving on expert committees and boards; 3) Contributing to the disciplinary base.

1) Collaborative arrangements have included:

a) PI or CI roles on multi-partner funded projects: e.g. in HERE, *Pedagogic Quality and Inequality*

Environment template (REF5)

in University First Degrees Project, ESRC, £421,209.06, 2008-12 (CI **Ashwin**); in SJWB, *The Discourse of the School Dinners Debate*, ESRC, £80,483.75, 2007-8 (CI **Gillen**); in TEL, *Creative Learning and Innovative Teaching*, EU Commission, €60,000, 2012-14 (PI **Cranmer**).

b) Participation in multi-national funded projects: e.g. in HERE, *Pedagogically sustained Adaptive LEarning Through the exploitation of Tacit and Explicit knowledge (PALETTE)*, European Commission Framework 7 Programme, €7.7 million, 2006-2009 (**Saunders, Ashwin**); in SJWB, *Revisiting learning lives: Longitudinal perspectives on literacy in educational research*, SSHRC, \$19,570, 2011 (**Hamilton**); in TEL, *Innovative Technologies for Engaging Classrooms*. European Commission Framework 7 Programme. €9.5 million, 2010-13 (**Cranmer**).

c) Participation in funded and/or multi-national research networks, e.g. in HERE, *EvalPartners Network of Evaluation Organisations*, UNICEF, \$350,000, 2013-14 (**Saunders**); in SJWB, *Gender and teachers for young children*, Swedish Research Council, £44,100, 2010-13 (**Warin**); in TEL, *Digital Childhoods Seminar Series*, Scottish University Insight Institute, £20,000, 2011 (**Cranmer**) and *Literacy in the Digital University Seminar Series*, ESRC, £15,000, 2009-11 (**Hamilton**).

d) Collaboration on publications, Staff in the Department have collaborated on 83 publications (journal articles, books and book chapters) with colleagues from other institutions across the world, including the UK, Europe, North America, Australasia, East Asia and Africa.

2) Serving on expert committees and research boards has included:

a) Funding councils: e.g. ESRC peer review college membership (3 staff members); Membership of ESRC Seminar Competition Panel (2 staff members over 3 years) National Research Foundation, South Africa (2 staff members); Advisor to the Australian, Canadian and Israeli Research Funding Councils (**Tight**); Expert panel for National Research Foundation, Luxemburg (**Passey**).

b) Policy advisory groups including in HERE, Adviser on Higher Education to the Saudi Arabian ministry of education 2013 (**Tight**) and QAA Steering Group on Student Engagement (**Trowler**); in SJWB, EU DG Regio Evaluation Advisory Board 2008-11 (**Saunders**); Commissioner for the National Literacy Inquiry 2010-11 (**Hamilton**); and in TEL, UK Council for Child Internet Safety (UKCCIS) (**Cranmer**) and UNESCO Summit on ICT in Compulsory Education, 2011 (**Passey**).

3) Contributing to the disciplinary base has included:

a) Visiting appointments: Staff in the Department have held 6 visiting professorships including at the universities of Sydney, Fribourg, Oslo, Western Ontario and Adelaide.

b) Keynote and plenary lectures: Staff in the Department have given 133 keynotes and plenary lectures in the period including in, Australasia, Canada, China, Nepal, the US and throughout Western Europe.

c) Leading positions in professional subject associations and learned societies: During the REF period Department members have served on the governing bodies of BERA (**Rogers**), European Higher Education Association (EAIR) (**Tight**); Gender and Education Association (**Jackson**); Society for Research into Higher Education (**Ashwin, Tight**); Standing Conference on University Teaching and Research in Education of Adults (SCUTREA) (**Houghton**). **Saunders** is Vice-President of the International Organisation for Cooperation in Evaluation (IOCE) and was President of the European Evaluation Society (2007-2009).

d) Organising conferences: We have organised a total of 20 conferences or major symposia. For example the *European Evaluation Society International Conference*, Lisbon, 2008 (**Saunders**); *Higher Education Close Up 5 Conference*, 2010 (**Ashwin**); *SCUTREA Conference*, 2011 (**Houghton**); *ESRC Symposia* (**Ashwin, Gillen**); *Gender and Education Association symposia* (**Warin, Jackson**); *Society for Educational Studies* (**Jackson**); *Programme Committee for ITEM 2012*, Bremen, Germany (**Passey**); *International Symposium on Literacy as Numbers in 2013* (**Hamilton**).

e) Doctoral examining: Our staff have externally examined 57 doctorates at, *inter alia*, Cambridge, Bristol, Durham, Institute of Education, Sheffield, Stirling and Warwick, and, amongst overseas universities, British Columbia, Cape Town, Melbourne, Monash, Oslo, Pretoria, Rhodes and Victoria.

f) Leading editorial positions: Our academic staff serve on 18 journal editorial boards. **Tight** is currently editor of two journals (*Tertiary Education and Management* and *Assessment and Evaluation in Higher Education*) and was editor of *Studies in Higher Education* up until the end of 2011. **Saunders** is Associate Editor of *Evaluation*.