

Institution: King's College London
Unit of Assessment: UoA25 (Education)
<p>a. Overview</p> <p>Research in the Department of Education and Professional Studies (DEPS) is concerned with the social, cultural, political and linguistic dimensions of learning, personal development and professional practice. The work is interdisciplinary and international in scope, relevance and impact. It is organised around four major research groupings:</p> <p><i>Centre for Research in Education in Science, Technology, Engineering and Mathematics (CRESTEM) Research programmes:</i> (i) curriculum, pedagogy and assessment; (ii) aspirations, attitudes and participation; (iii) learning in formal and informal contexts.</p> <p><i>Centre for Language, Discourse and Communication (LDC) Research programmes:</i> (i) language and literacy education; (ii) language and discourse in professional and public contexts; (iii) descriptive and comparative linguistics.</p> <p><i>Centre for Theology, Religion and Culture (CTRC) Research programmes:</i> (i) religious education; (ii) religious social and political engagement; (iii) Christian mission and ministry in a contemporary context.</p> <p><i>Centre for Public Policy Research (CPPR) Research programmes:</i> (i) public service restructuring; (ii) professional knowledge and development; (iii) professional values and ethics; (iv) equality and social justice.</p>
<p>b. Research strategy</p> <p>Aims and achievements: 2008-13</p> <p>In RAE2008 DEPS was praised for its 'strong contribution to the discipline', its development of interdisciplinary work, its high quality research training and staff capacity building, and its positive strategic direction. Since then, the Department has consolidated and augmented these strengths in accordance with its central mission and strategic aims.</p> <p>DEPS' overarching mission is to work for the public good through research and teaching focused on education in its broadest sense - teaching and learning in formal and informal contexts; personal growth and development; and the enhancement of social, civic and professional capability and engagement in a range of educational and other settings (e.g. the cultural sector, health, faith-based organisations, social care). Since 2008 this mission has been guided by four strategic aims (closely linked to the 'Future Plans' articulated in RAE2008, RA5):</p> <ol style="list-style-type: none"> 1. To extend and deploy our expertise in the understanding of learning, personal development, and professional practice in contemporary social and political contexts. 2. To advance theory and methodology in feeder disciplines such as linguistics, theology, sociology and applied philosophy. 3. To connect with policymakers and practitioners, informing and challenging existing policy and practice, and supporting institutions, professionals and others in more critical reflection and more effective engagement with policy, practice and social change. 4. To develop in the next generation of researchers the dispositions and capabilities needed for high quality theoretical, policy- and practice-oriented research both in and beyond the field of education. <p>To achieve these aims, the research groups reported in RAE2008 have been reorganised as the four centres listed above. Combining strong disciplinary links with expertise in practical intervention, each centre fosters intensive dialogue between academic knowledge and professional engagement. Interchange and synergy across centres emerge in our common commitment to education, in a range of shared themes – culture, cognition, communication, language, authority, power, ethics, and social justice – and in the everyday collegiality of departmental life.</p>

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DEPS' mission and strategic aims have been supported both by College investment in new and replacement posts (see Section c) and by awards from Research Councils and other funders (>£7m). These goals permeate the account of structure and activity that follows, although at the start, it is worth identifying the hallmarks of our trajectory and profile since 2008:

Widening research horizons (Aims 1+2): DEPS has extended its focus outside formal education settings. It has opened up new research domains, including child studies, disability studies, corpus linguistics and feminist theology, and new themes such as: science teaching in the outdoor classroom; diasporic community language development; the educational transitions of care leavers; the social and educational determinants of entry to the Bar; the policy construction of disabled people's identities; and applications of Catholic Social Teaching to contemporary issues in civic engagement.

Developing theory and method, alert to their significance for policy and practice (Aims 2+3): Our continuing commitment to broadening and deepening the disciplinary and interdisciplinary foundations of our research is attested in DEPS' staff involvement in doctoral co-supervisions and research collaborations across the College – embracing not only the School of Social Science and Public Policy, but also the Health Schools (CRESTEM, LDC, CPPR, CTRC) and the Schools of Law (CPPR), Arts and Humanities (CTRC, LDC) and Natural and Mathematical Sciences (CRESTEM). This deepening and broadening is also clear in distinguished new appointments that combine disciplinary pedigree with an interdisciplinary outlook – e.g. McGrath (theology and science) and Cook (applied linguistics). It is also apparent in numerous ongoing research programmes – for example, our cross-disciplinary programme on participation and attainment in science and mathematics education (Archer, Dillon, Hodgen, and Osborne), our sociolinguistic work on language, culture and identity (Rampton, Roberts, Harris, Snell, and Ogiemann), the international ecclesiology and ethnography network (Ward), and the academic network on interdisciplinary and empirical ethics in science and medicine (Cribb and Owens).

Expanding user engagement, 'putting research to work' (Aims 3+1+2): Our approach to user engagement is detailed in REF3a and includes the appointment of visiting and academic staff with major policy track-records – Bridgford (International Labour Organisation, European Trade Union Confederation), Hill (Audit Commission, No 10 Policy Unit, Department for Education, Home Office), Tomei (ex-Director, Nuffield Foundation), Onion (Qualifications and Curriculum Development Agency, STEM Advisory Forum) and Francis (RSA, Pearson Think Tank). Since 2008 there has been extensive interaction with government, and our user collaborations include: the Royal College of General Practitioners, revising their membership examination (LDC); Citizens UK, developing sensitivity to the politics of faith (CTRC); and the Health Foundation, advancing the healthcare co-creation agenda (CPPR). All this activity supplements a strong and continuing tradition of practical engagement with schools, as illustrated, for example, by the influence of our theorisations of argumentation and attitudes to science on science education, and the establishment of the King's College London Mathematics School (CRESTEM).

Capacity-building, within and beyond DEPS (Aim 4): Support for postgraduate and early career researchers is detailed in Section c, below. One major new development in which DEPS has played a leading role is King's Interdisciplinary Social Science Doctoral Training Centre (>£6m, ESRC), supporting over 600 social science students in >25 departments across seven of the College's nine Schools. DEPS has provided the Director (Rampton), two of the original four-person bid-drafting team (Rampton and Gewirtz), three of the 15 Theme Leaders, and seven of its 60+ courses in advanced methodology. DEPS' capacity-building also has an international and interdisciplinary reach beyond King's, for example, via its annual (initially ESRC/RDI) ethnography and language training programme and its hosting of a wide range of visiting scholars.

These aims and approaches underpin our research organisation and culture, and they generate sustainable vitality and extensive complementarity right across our research programmes. This can be seen below in our more detailed account of the achievements of DEPS' main research groups. These groups are the primary sites of research activity and leadership; they support both individual and collaborative scholarship; and they integrate research *centred* on education with research on professional, public and/or disciplinary issues that are *relevant* to education:

Centre for Research in Education in Science, Technology, Engineering and Mathematics

(Coordinators: Profs Justin Dillon and Eva Jablonka; Staff: 13.1 FTE; PDRs: 3.9 FTE; Research Funding: £2m). CRESTEM was formed in 2010, amalgamating research groups in mathematics education, science and technology education and assessment in order to increase critical mass and optimise synergies. All of CRESTEM's research is oriented to the improvement of policy and practice in a way that is sensitive to the specificities of social contexts. It draws on psychological, sociological and discourse analytic perspectives and on quantitative and qualitative methodologies to critically analyse - with a view to enhancing - formal and informal practices of teaching, learning and engagement with STEM. Much of this research is internationally focused and there is a strong tradition of collaboration with national and international user organisations. It is organised in three interlinked programmes of research: (i) *Curriculum, pedagogy & assessment* which has produced analyses of: learning progression in science (Black); the long-term effects of cognitive acceleration at Key Stage 1 (Shayer); systematic stratification effects in mathematics classrooms (Jablonka, Swedish Research Council); standards of mathematics attainment over time (Hodgen and Brown, ESRC); teachers' professional development (Adler); the role of imagination and embodied research expertise in undergraduate neuroscience education (Hay); and the use of haptics in dentistry education (Cox, ESRC/EPSRC, with Dentistry at King's). This programme has also encompassed international comparative analyses focusing on, for example, mathematics education in high performing countries (Hodgen, Nuffieldx2) and science education pedagogy (Osborne and Dillon, Nuffield; Harrison, EC). (ii) *Aspirations, attitudes & participation*. A suite of projects is developing strategies for widening participation in science education and careers, based on interdisciplinary research that brings together insights from sociology, feminist theory and science pedagogy (Archer (CPPR), Dewitt, Dillon and Osborne, ESRC; Archer, Dillon, Regan, King, Bowker, Dawson and Dewitt, BP; Dillon, King and Regan, EC FP7x2; Dillon, Technology Strategy Board/Engineering UK). In mathematics education, research on attitudes and participation has included studies of first-year engineering students' experiences in HE (Jablonka, Swedish Research Council), participation in post-16 mathematics education in the UK (Hodgen) and mathematics in work (Coben, NHS Scotland; Hodgen, Sutton Trust). This programme has also included work on young people's use of assistive technologies (Abbott, ESRC). (iii) *Learning in formal & informal contexts*. New contexts and new audiences are being addressed in studies of public engagement with science and of family learning in science centres (Dillon, Natural History Museum and Royal Botanical Gardens, Kew; Natural England; EC; US-NSF, with Exploratorium, San Francisco and Washington University), as well as in practice-oriented work on family and adult numeracy (Kanes, EU). The 'Border Crossings' study has developed research-based resources to support science and mathematics teachers to cross traditional subject boundaries (Dillon and Glackin, AstraZeneca).

Centre for Language, Discourse and Communication (Coordinator: Prof. Ben Rampton; Staff: 15.8 FTE; PDRs: 0.5 FTE; Research Funding: £1.1m). LDC research examines the communicative dynamics of education and the development of understanding across a diversity of contexts. It makes theoretical and methodological contributions in education, linguistics and beyond; illuminates the significance of language in learning, health, professional and public settings; and engages with the challenges that globalisation and social change present to institutional norms rooted in a fundamentally monolingual model of the nation state. LDC serves as a central forum for linguists across King's, and from 2008-10 it was recognised as an ESRC Linguistics Training Outlet. Its research is clustered in three broad programmes: (i) *Language & literacy education*. In research on language teaching, the hegemony of the 'native speaker' has been upturned in research on translation as a pedagogic strategy, *lingua franca* English, and classed sensibilities in MFL (Cook, Ben Warren Book Prize 2011; Dewey; Coffey). Migrant language learning research has informed the development of initial teacher education for EAL (Leung, Comenius) and a comprehensive critical overview of ESOL in FE (Roberts and Cooke, NRDC). In contexts shaped by the National Curriculum, there has been historical research designed to re-invigorate the professional imagination of English teachers (Medway, Leverhulme, with Institute of Education), and re-theorisations of genre and the influence of popular culture (Harris and Rampton, ESRC; Lefstein and Snell, ESRC) have led to training materials addressing, *inter alia*, cultural changes ignored by policy (Harris; Snell). In higher education, research on the transitions of 6th formers to HE have integrated EAL and academic literacy perspectives (Street, Leung, ESRC), and corpus analyses of student writing have reconceptualised HE writing support, leading to discipline-based literacy provision in fields such as Bioscience and Management (Wingate & Tribble). (ii) *Language and*

discourse in professional and public contexts. Research has examined the widening participation implications of linguistic diversity both in job interviewing and healthcare education (Roberts, DWP, Technology Strategy Board/ Royal College of GPs), leading to non-academic outputs disseminated through, for example, Jobcentre Plus. Beyond issues of diversity, concept development and argument have been examined in museums and reading groups (Hohenstein; O'Halloran, AHRC), and discourse analytic research has illuminated public persuasion and debate around health, risk and safety, food and nutrition, animals, climate change, and controversies such as the Iraq war (Cook ESRC, Leverhulme; Rundblad, Leverhulme, DEFRA, US Water Research Foundation; O'Halloran). (iii) *Descriptive and comparative linguistics.* In sociolinguistics and pragmatics, a cluster of ground-breaking studies has mapped the interactional dynamics of class, ethnicity and gender, focusing on language change and development among children and adults (Rampton; Snell), urban vernacular identity (Rampton, Harris, ESRC with QMUL), cross-cultural politeness, and domestic bilingualism (Ogiermann, ESRC), while the *Working Papers in Urban Language & Literacies* reflect LDC's wider sociolinguistic agenda (>60 papers since 2008, >40 by non-UK authors). In psycholinguistics, diversity is central in research on linguistic relativity (Ji, British Academy; Hohenstein), as well as in studies of figurative language comprehension in typical and atypical populations (Rundblad, Williams Syndrome Foundation; Hohenstein).

Centre for Theology, Religion and Culture (Coordinator: Prof. Alister McGrath; Staff: 5.7 FTE; Research Funding: £205k) CTRC was formed in 1993 to develop research and teaching based on theological and sociological perspectives on religious education, public policy relating to religious institutions and faith-based organisations, and ministerial practice within churches. This unique interdisciplinary research centre serves as a major resource for professionals working at these intersections, including teachers, church leaders and ministers, government policy makers, youth workers, charities and faith-based NGOs. Its research is organised in three core programmes: (i) *Religious education.* This work focuses on the place of learning from and about religion in schools, FE colleges and universities, as well as in the media and the public sphere. Philosophical, theological and ethnographic approaches have interrogated claims about religious education throughout the UK (Barnes, AHRC, with Glasgow University and Queen's University, Belfast); there has been research on post-liberal pedagogy, both within and beyond Critical Religious Education (Wright, with University of Helsinki; Barnes); and the distinctiveness and social utility of faith traditions has been argued for and highlighted along with the significance of this for empowering pupils to explore contested religious and secular truth claims (Wright; Barnes; McGrath). (ii) *Religious social and political engagement.* Studying the way religion motivates and informs social and political engagement and policy-making, research has focused on: church-state relations and faith-based organisations' delivery of social welfare (Bretherton, AHRC; Rowlands); citizenship, globalisation and the reframing of UK asylum policy (Bretherton; Rowlands, Charles Plater Trust, with Citizens UK); the impact of capitalism on communities (Rowlands, Stitching Benevolentia Trust and The Tablet Trust); and the significance of a theologically framed understanding of forgiveness for moral education in schools (Barnes). (iii) *Christian mission and ministry in a contemporary context.* Combining theological and empirical methodologies, this work examines the relationship between Christianity and contemporary culture, developing critical and constructive approaches to the contemporary Church mission and ministry. It has focused on: spirituality as one of several factors affecting resilience after a stroke (McGrath, MRC, with Medicine at King's); the maintenance of cultural identity among UK Polish Catholics (Ward, AHRC); the influence of Darwinism on religious thought and practice (McGrath, John Templeton Foundation); and the application of ethnography to ecclesiology (Ward, British Academy).

Centre for Public Policy Research (Coordinators: Profs Alan Cribb & Sharon Gewirtz; Staff: 12.8 FTE; PDRs: 3.1 FTE; Research Funding: £ 1.5m) With particular strengths in sociology and applied philosophy, CPPR is committed to illuminating policy processes and effects and to developing the policy imagination. Since 2008, its focus has been extended by: developing partnerships with arts, science education and science policy organisations, generating new work on the education/cultural sector interface and on access to science education and careers; new appointments in social justice, child studies, and healthcare ethics; and forging closer links and joint projects with the King's Learning Institute. There are four programmes of research: (i) *Public service restructuring.* Focusing on the post-welfare era, there has been policy enactment research on the challenge for schools of policy hyper-activity (Maguire, ESRC, with IoE), and a national policy review of the

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academies system (initiated and coordinated by Francis, with RSA/Pearson). Comparative research is addressing the shifting public-private boundary in Indian and UK education (Winch, British Council, with Hyderabad), and the effects of individualising currents in public policy have been analysed in health and social care (Owens, AHRC/Royal Pharmaceutical Society), museums (Tlili, ESRC), and higher education (Blackmore, HEFCE; Cribb, Gewirtz). (ii) *Professional knowledge and professional development*. The liberal-vocational education divide and narrow competency approaches to professional knowledge have been reappraised in conceptual and epistemological-ontological analyses explicating broader possibilities for occupational education and policy (Lum; Winch, ESRC; Nuffield; Leonardo; Australian Research Council), and philosophical analyses of shared decision-making have examined co-creation in health and user-involvement in medicines choice (Cribb, Health Foundation, AHRC). (iii) *Professional values and ethics*. This programme has addressed the theory-practice gap in ethics, the ethics of health promotion and of research with children, and the relations between sociological and philosophical perspectives on normativity (Cribb; Duncan; Driscoll; Davies; Gewirtz). Research on translational ethics in science and medicine (Cribb, with Schools of Law and Medicine at King's, Brunel, Goldsmiths, Brighton & Sussex, GE Healthcare, Wellcome) has generated a funded academic network designed to build national and international capacity in interdisciplinary and empirical ethics (Cribb, Owens, with Birmingham University; Wellcome). (iv) *Equality and social justice*. Work on inequalities has enhanced the theorisation of intersectionality in sociology and gender studies as well as education by investigating previously neglected constituencies: minority ethnic middle classes (Archer, British Academy); Eastern European migrant pupils (Tereshchenko, British Academyx2); high achieving pupils (Francis); and older woman teachers (Maguire). Sociological and cultural theory have improved the understanding of pupils' science choices and careers, leading to practical interventions (Archer, ESRC, with CRESTEM), and there has been research on care-leavers' educational transitions (Driscoll), as well as on access to elite universities and careers (Zimdars), on girls' access to outdoor space (Clarke), and on rural migrants' access to schooling in Beijing (Goodburn). There has also been philosophical work on relational autonomy in healthcare (Owens, Blackwells) and empirically grounded critical analysis of vocational and workplace learning (Wolf).

Future plans and priorities: 2014-20

The aims and approaches formulated in 2008 (pp.1-2 above) have proved both energising and sustainable and they will continue to guide our trajectory in the period ahead, underpinned by the forms of governance and staff and student support outlined below. We will continue to build on our existing research programmes (see Section a and research centre descriptions, above). The research in prospect, often already with funding in place, includes:

CRESTEM: (i) pedagogies for inclusion in advanced mathematics (London Schools Excellence Fund, with King's College London Mathematics School); the relationship between assessment and pedagogy in mathematics and science education using international and design-based studies; (ii) integrating sociological and psychological perspectives on attainment in science and mathematics; (iii) embedding research into museum practice (ESRC, with Natural History Museum).

LDC: (i) adult ESOL and the cultural politics of LGBT issues (ESRC, with Leeds and IoE); pedagogic strategies in mathematics for EAL students (with CRESTEM); (ii) health information for people with learning disabilities (NIHR, with School of Nursing); (iii) a new 'Language & Popular Culture Lab', integrating MPhil/PhD, MA and BA students.

CTRC: (i) critical religious pedagogy and teacher education (with Regent's Park College, Oxford); pedagogy and the interaction of science and religion; (ii) the role of religion in generating social capital; (iii) a cross-national empirical study of the educational, pastoral, and social role of churches.

CPPR: (i) evolving 'user-provider' relationships in social care (Leverhulme); (ii) contestations over the nature of occupational knowledge - translating philosophical analyses into practice; (iii) the in-service development of health professionals facing the dilemmas of partnership working (Health Foundation); (iv) science capital across mainstream and informal science learning contexts (BP/Science Museum, with CRESTEM).

In addition to these specific plans, for 2014-20 we have added a fifth aim to the four that have

guided our work since 2008:

5. To enhance the interactions and synergies between DEPS' research centres, increasing our capacity to address major contemporary processes affecting education and professional life.

This development, as detailed below, will be guided by three broad themes that reflect major processes crucial to education and professional practice: technological development; globalisation; and the dynamics of state, market and civil society. These capitalise on our *cross-centre expertise*, on the *momentum of recent departmental developments*, on *KCL wider resources*, and on our involvement in *national and international networks*:

Learning, communication and contemporary media *Focus*: New scientific, mathematical and technological literacies and their implications for workplace and civic participation; Science, culture and arts engagement; Health and science communication; New pedagogic approaches to the science-religion interface. *Expertise*: CRESTEM research programmes: i-iii; LDC: i,ii; CPPR: ii-iv, CTCR: i,ii. *Momentum*: MA Education in Arts & Cultural Settings (2011-); BSc Science Engagement & Communication (2015-); Leverhulme project 'The discursive representation of animals' (2013-16); Marie Curie Fellowship 'Weaving stories, explaining science' (LDC-linked 2013-15). *KCL resources*: King's Cultural Institute; Culture, Media and Creative Industries Dept; Dept. of Social Science, Health and Medicine; Health Schools at King's; Science Gallery. *Networks*: European natural history museums researcher and practitioner network.

Globalisation, identities and superdiversity *Focus*: Increased and accelerated population movement; understanding increasingly internationalised education policy and national differences using TIMSS and PISA surveys; globalised communication and its implications for the institutional value and positioning of new and traditional practices in pedagogy, language and religion. *Expertise*: LDC: i-iii; CTCR: i, iii; CPPR: iv, CRESTEM: i. *Momentum*: MA Language & Cultural Diversity (2011-); MA International & Comparative Education (2014-); Leverhulme project 'Crossing languages and borders' (2012-15). *KCL resources*: Global Institutes. *Networks*: Ecclesiology and Ethnography; International Consortium on Language and Superdiversity.

Transforming public services *Focus*: Marketisation, privatisation and contraction; alternatives and implications for social justice; educational outcomes; service quality, professional cultures, values and relationships. *Expertise*: CPPR: i-iv; CTCR: ii, CRESTEM: ii. *Momentum*: BSc Sociology & Public Policy (2015-); Leverhulme project 'Moral Identity and Contemporary Social Policy'. *KCL resources*: King's Policy and Cultural Institutes. *Networks*: European Education Research Association Policy & Politics Network.

The **research training** potential offered by these domains will be enriched by their intersection with the interdisciplinary themes recently established by King's ESRC Doctoral Training Centre – e.g. 'Urbanisation, Globalisation & Social Change', 'Language, Media & Culture' – and there will also be increased **international exchange opportunities** for staff and students, building on King's partnership agreements with, for example, Hong Kong University and National University Singapore, as well as on DEPS' own links in Germany, India, South Africa and the US (see Section e, below).

These research programme-related and cross-departmental plans will be guided and overseen by the Department Research Committee* which will (continue to): a) provide funding for research centre seminars, and seminars and 'sand pit' events to foster cross-group working; b) plan and fund regular departmental seminars; c) monitor progress via regular reporting and review; d) support, encourage and review funding applications; and e) include representation from, and work with, the departmental Postgraduate Research Student Committee to ensure that research students are well integrated into the Department's research activities and culture.

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 *DEPS Research Committee meets termly to agree and review research strategy, monitor progress of funding applications, identify and encourage potential new avenues of funding (including cross-disciplinary opportunities), and support and encourage knowledge transfer. Research centres produce annual strategic reviews which provide an opportunity for critical self- and peer-review, the sharing of good practice, and the promotion of synergies while also feeding into a rolling strategy review process. The Committee Chair (Hodgen) is a member of the Department Executive Committee which meets monthly with research strategy as a standing

agenda item. The Research Committee also supports regular discussion of research plans at twice-termly whole-staff Department meetings, runs cross-centre seminars, and organises an annual Department Research Day, which provides a space for sustained discussion of cross-cutting research themes, strategy and plans. The Research Committee Chair is a member of the School of Social Science and Public Policy Research Strategy Group - a forum for sharing good practice across the School, and constructively critiquing department research plans and strategies.

c. People, including:

i. Staffing strategy and staff development

Since 2008 we have made six Lecturer appointments, and six at Senior Lecturer, Reader and Professorial level. Four have been new appointments, with the remaining eight replacing staff who have retired or moved institutions. We have also moved six colleagues from fixed-term to indefinite contracts. We currently have 47 established staff (42.5 FTE) and 16 colleagues on fixed-term contracts (12.4 FTE), nine funded by research grants. This includes two joint appointments with leading universities abroad - Stanford (Osborne) and Witwatersrand (Adler). In line with our strategic aims, DEPS' recruitment policy has been geared towards: *strengthening existing theory, and policy- and practice-oriented research programmes*, e.g. language teaching (Cook), intercultural communication (Ogiermann) and language and social class (Snell) (LDC); social justice (Francis) and healthcare ethics (Owens) (CPPR); *opening up newer themes and constituencies*, e.g. science engagement (Dawson) and the sociology of mathematics education (Jablonka) (CRESTEM); feminist theology (Rowlands) and Christian apologetics (McGrath) (CTRC); child studies (Driscoll, Davies) (CPPR); and *developing new methodological strengths*, e.g., stylistics (Cook), corpus linguistics and critical discourse analysis (O'Halloran) (LDC); and comparative education (Jablonka) (CRESTEM). This policy has enabled us to sustain or expand all of our pre-2008 research programmes and plans except for those plans related to the expansion of psychology and cognitive processes which were affected by the move of Peter Kutnick to Hong Kong University. In making new appointments, we have targeted early career researchers and this has also allowed us to begin to re-balance the Department's age profile, with the majority of new staff members aged 40 or under and the majority of new lecturers under 35.

Attention is paid to equality in staff recruitment and department organisation. The Head of Department and research centre coordinators regularly review staff workloads to ensure work is equitably distributed; and requests for leave, flexible working, or reduced contracts, either for personal reasons or to care for young children or adult dependents, are accommodated. 48% of the staff, including the Head of Department (Gewirtz) are women.

DEPS has a strongly inclusive ethos, and a longstanding commitment to the *Concordat for the Career Development of Researchers*. Contract researchers are active members of research centres and the wider Department. They are given opportunities to gain experience in teaching and administration and they are expected, and given support, to develop independent researcher identities via participation in wider academic networks, conference presentations, sole- or lead-authoring publications, and the initiation of new research proposals. They are represented on the departmental Research Staff Committee, which monitors the experiences of research staff, develops steps to enhance it (e.g. initiating new research staff induction procedures), and reports to Research Committee and Department meetings. Bridging funds are also available to enable employment continuity. Since RAE2008, five research staff have moved on to academic contracts (Davies, Dawson, Evagorou, Tili, Owens) and there have been 19 new post-doctoral appointments (AHRCx2, Blackwells, BPx5, ECx3, ESRCx3, KCLx2, Leverhulmex2, Royal Society). Future postdoctoral fellowships will be supported by two Blackwell-legacy funding streams.

The Department invests heavily in the research training and development of all its staff by: arranging annual appraisals focused on career development, conducted by a senior staff member from a different research centre; providing everyone with a (same-centre) research mentor to give more frequent and informal support and advice (e.g. comments on manuscripts); encouraging and funding sabbatical leave for periods of 3-12 months (17 staff since 2008); paying the fees of staff registered for doctorates (six completions since RAE2008); holding regular audits of staff training needs, and organising workshops to address these (e.g. on writing proposals and for publication); funding external courses on new research techniques; providing an annual £950 research budget per staff member; and running whole-staff research days. Early career researchers are also actively

supported in the development of publications and funding applications either independently or with their research supervisor, mentor or other colleagues, and DEPS-based research training workshops are open to all staff.

The Department has a well-established system of supporting promotion and research fellowship applications, with both informal and formal guidance provided by research centre coordinators, mentors and other senior colleagues. Since 2008, 11 of our staff have been promoted: five to Chairs, one to a Readership, and five to Senior Lectureships; and five have held competitive personal Research Fellowships (Ji, British Academy; Snell, ESRC Early-Career Fellowship; Cribb, AHRC Knowledge Exchange Fellowship; Bowker, Royal Society; Mladenov, Leverhulme).

Frequent research centre seminars and meetings provide a supportive and constructively critical forum for sharing and developing research ideas, proposals and work-in-progress, as well as for collectively setting targets. Departmental peer-reviews of research proposals improve the quality of bids and develop staff awareness of the characteristics of a strong proposal. All academic staff are expected to contribute to at least one peer review annually. In addition, peer review provides a forum for cross-centre collaboration and discussion. The College ethics panel reviews all bids prior to the commencement of the research.

ii. Research students

Since 2008 DEPS has developed new collaborative Masters programmes in Language & Cultural Diversity (with the School of Arts and Humanities), Theology & Ministry (with the Dept. of Theology and Religious Studies), and Education in Arts & Cultural Settings (with the Southbank Centre), and we continue to run a suite of Masters programmes in Education, Child Studies/International Child Studies, Health Promotion, and Health & Society. Each of these programmes has a strong research training component that provides a good foundation for students wishing to go on to doctoral study (as well as for those wishing to use research in their professional practice). Since 2008 we have also introduced three new MPhil/PhD routes - in Language Discourse & Communication, Theology & Ministry, and Interdisciplinary Policy Studies – and these complement our existing MPhil/PhD in Education Research and our Professional Doctorates in Education, Professional Studies, and Theology & Ministry. As well as extending methodological and disciplinary expertise, there is a strong emphasis in all these programmes on working across disciplines and on the interaction of theory and practice.

MPhil/PhD students attend 80+ hours of Foundation Methods training in DEPS (covering philosophy of research, research ethics, research design, quantitative and qualitative methods), and they can also access more than 40 hours of Advanced Methods training within the Department. Education and professional studies issues generally provide the context for this training, which also facilitates students' development of a strong sense of departmental identity. Students on our professional doctorate programmes can attend these courses, although the bulk of their training is provided in four intensive two-day blocks, assignments and an institution-focused study. DEPS research centres also run a range of seminar series – for example, LDC's weekly Research Workshop in Language & Literacy, CTRC's Faith & Public Policy Forum (with the Dept. of Theology and Religious Studies), and CPPR's Theory & Methods Workshop – and many students attend several of these. They also regularly present at our seminars, workshops and reading groups, contribute to their agendas, and often take on lead organisational roles, for example: coordination of the Quantitative Methods Reading Group (Bretscher) and the Micro-Discourse Analysis Data Sessions (Heavey, Knapton); and co-editorship of *Working Papers in Public Policy Research* (Cavusoglu, Dawson, Griffiths and de St Croix). As well as presenting at School research days, students present at national and international conferences (e.g., BERA, BAAL, ESERA, NARST, PME), and, to facilitate this, DEPS part-funds their membership of learned societies. Students are represented on all DEPS programme boards, and can gain teaching experience at both undergraduate and Masters levels, sometimes also contributing to course development (e.g. Pepper – International & Comparative Education MA). Since 2008, 15 research students have also worked for short periods as co-researchers on funded projects within DEPS.

The Department is closely involved in King's Doctoral Training Centre, so students can now draw on social science expertise College-wide through 60+ advanced courses. These have enabled us to strengthen our quantitative offer, and they also cover knowledge co-generation & exchange, social

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theory, and qualitative & digital methods. DEPS staff run DTC courses, workshops and study groups on ‘Sociology & social theory’, ‘Using historical texts’, ‘Critical Discourse Analysis’, ‘Medical discourses’, ‘Researching digital texts’, ‘Ethnography, language & communication’ and ‘The research/policy interface’. Student initiative and cross-departmental interaction are prioritised in the DTC’s interdisciplinary Themes, one of which is centred on education (‘Education, Mind & Society’), and this enables DEPS students to become active and confident contributors to the wider social science community, e.g. running workshops such as ‘Literacy in the 21st Century’ (Mercer) and ‘The Trials & Tribulations of Data Collection’ (Willans). The DTC is developing an internship scheme with public, private and third sector organisations, and doctoral students’ generic skills and career development needs are also comprehensively addressed through the Graduate School’s Researcher Development Programme. This programme includes personal effectiveness (e.g. time management, networking), research governance (project management, research integrity), impact training (public engagement, team working) and a Women’s Development Programme (to which DEPS staff contribute). The Graduate School seeks to ensure that every student is properly linked to the College-wide community of postgraduates and its provision includes a researchers’ chatroom.

Since 2008, 26 research students have been funded by studentships from Research Councils (exceeding the ESRC’s DTC benchmark for Education, contrary to the national trend), 13 by Government or ministry scholarships or bursaries, 52 by their institutions or employers, and 17 by scholarships from other funders including the Rosalind Driver bequest. Our research students have produced over 70 academic publications during the assessment period; 44 have taken up academic posts; and 17 occupy senior professional positions (e.g. 4 headteachers, 1 bishop, 1 director of children’s services for a London borough, 1 chair of the Open Section Royal Society of Medicine). Numbers of doctorates awarded during the period are as follows:

	2008/9	2009/10	2010/11	2011/12	2012/13
PhDs	11	16	17	14	15
Professional doctorates	2	5	9	5	6

Supervisor training occurs within DEPS, via the Department’s Teaching Forum, and College-wide. Students work with supervisors on six-monthly progress reviews submitted to the departmental Postgraduate Research Students Committee. The Committee’s Chair is a member of the Department Executive Committee, which has research students as a standing agenda item.

d. Income, infrastructure and facilities

Income: Within DEPS, a dedicated Departmental Research Administrator supports the development of bids and the post-award management of budgets, and the Research Committee administers an annual budget of £9k (raised to £14k for 2013/14), providing seedcorn funding for research bids, pilot studies, inter-institutional collaborations and knowledge exchange activities. In 2012 an additional £5k was awarded to support the development of three substantial grant proposals. Within the School of Social Science & Public Policy, the King’s Policy Institute assists with major bids, providing advice and networking support, and also funds the development of projects with the potential for substantial policy impact. At College level, a new Research Office for the Arts & Sciences provides bespoke guidance on the identification of potential funders and administrative support for the processing of bids. This infrastructure has facilitated healthy levels of research funding. From 2008 to 2013, DEPS research has been supported by £4.9m from the following sources: Research Councils (incl. British Academy and Royal Society): 24 awards, £2.8m, 57.5%; UK based charities (open competitive process): 13 awards, £281k, 5.7%; UK-based charities (other): 16 awards, £231k, 4.7%; EU: 16 awards, £481k, 9.8%; UK government (incl. local authorities, health & hospital authorities): 26 awards, £583k, 11.9%; non-UK and EU other sources: 11 awards, £358k, 7.3%; UK industry, commerce & public corporations: 2 awards, £154k, 3.1%. We have also generated £2.1m of additional funding to support ongoing research and new projects commencing in 2013.

Infrastructure and facilities: DEPS occupies three floors of the Waterloo Bridge Wing of the Franklin-Wilkins Building at Waterloo in central London. In addition to office space, this comprises seminar rooms, two designated research student study rooms with PCs and an adjacent meeting and relaxation area, designated desks for our active group of emeritus staff (e.g. Brown, Street) and two open plan hot-desking offices for visiting researchers. DEPS’ research facilities are

supported by a technical services manager and two technicians. Since 2008 substantial investment in the building fabric has significantly improved library facilities, expanded space for collaborative study, enlarged the Graduate Student zone, and increased the quality and availability of social spaces in which staff and students can interact (a new canteen, open plan areas and comfortable seating). Research students have 24/7 access to the College computer rooms (>1300 PCs), and there is a laptop & equipment loan scheme. In addition to an extensive range of hard-copy holdings and online resources (almost 300k e-books and 25k journal titles) in the Waterloo and Strand libraries, researchers can access Senate House and the other University of London libraries.

e. Collaboration or contribution to the discipline or research base

Interdisciplinarity is hard-wired into our activity and organisation at every level. There is substantial disciplinary pedigree within DEPS, evidenced, for example, in a longstanding BA English Language & Communication, an MA Theology & Ministry, and a BSc Sociology & Public Policy starting in 2015. At the same time, our research centres are animated by intensive dialogue between education, on the one hand, and linguistics, theology, sociology, psychology and philosophy, on the other (see pp. 3-5 above). Our funding comes from across the Research Councils (ESRC, AHRC, MRC, BA, RS); the £3m Targeted Initiative in Science and Mathematics Education, funded, *inter alia*, by ESRC & Institute of Physics, is jointly coordinated by CRESTEM and CPPR; and there has been, for example, extensive health funding for research based in linguistics, theology and philosophy (NHS, US WRF [LDC]; MRC [CTRC]; Health Foundation, Wellcome [CPPR]). We are training doctoral social scientists from right across the College in our DTC teaching; and our own students are immersed in the dynamics of interdisciplinarity from Masters level onwards (see Section cii, above). Engagement beyond the academy is equally vital to our work, leading to high-level interrogations of the relations between description, explanation and normativity and to studies and interventions conducted collaboratively with practitioners (working, for example, in schools, museums, health and faith-based organisations) and funded by a wide range of non-academic bodies (e.g. Association of School and College Leaders, AstraZeneca Science Teaching Trust, Natural England, DWP, DEFRA, Tablet Trust, RSA/Pearson, BP) (see REF3a).

Our extensive collaboration with other researchers, both in the UK and internationally, is evidenced in the (far from exhaustive) listing of project partners in the research centre descriptions in Section b. DEPS staff play a prominent part in academic associations – Adler was Vice President of the International Commission for Mathematical Instruction (2002-9); Dillon was President of the European Science Education Research Association (2007-10); Rampton was Founding Convener of the Linguistics Ethnography Forum (2001-2009); Cook chaired the British Association for Applied Linguistics (2009-2012); and, Gewirtz is a founding co-convenor of the European Education Research Association's Policy Studies & Politics of Education Network. Since 2008 six staff have sole- or joint-edited leading journals (Dillon: *International Journal of Science Education*; Hodgen: *Research in Mathematics Education*; Abbott: *Journal of Assistive Technologies*; Cook: *Applied Linguistics*; Wingate: *Language Learning*; Maguire: *Journal of Education Policy*). DEPS staff have held over 100 journal editorial and advisory board memberships, and been invited to give over 150 international and 200 national conference plenaries over the assessment period. Nine staff have held Visiting Fellowships elsewhere, and these include six Visiting Professorships.

Our international research profile directly benefits students through a number of partnerships that support staff and students in regular research visits, exchanges and video-conferences. These include: a long-standing link with the Graduate School of Education, University of Pennsylvania, focusing on ethnography, language and literacy; a bi-lateral exchange programme with the Linguistics Dept., University of the Western Cape (2011-2015; funded, *inter alia*, by King's and ESRC); an International Consortium on Language and Superdiversity (2011-present, funded by the Danish Council for Strategic Research and the Max Planck Institute for the Study of Religious and Ethnic Diversity); a research and staff exchange partnership with the Division of Mathematics Education, Witwatersrand University; and education policy exchange programmes with Humboldt University and the Tata Institute of Social Sciences (Mumbai, Hyderabad). Our research culture also benefits substantially from the ongoing participation of a wide range of international visitors. Since 2008 DEPS has hosted 77 visiting scholars from six continents at doctoral, post-doctoral, lecturer and professorial levels.