

<p><b>Institution: University of Oxford</b></p>
<p><b>Unit of Assessment: 25 - Education</b></p>
<p><b>a. Overview</b></p> <p>Oxford University Department of Education (OUDE) is a research-led Department, carrying out research which is of relevance not only to academics in the field of Education and in related disciplines, but also of relevance to teachers, teacher educators, other education professionals, and policy makers. Our policy of developing both depth and breadth of research expertise remains central to successfully maintaining and enhancing our position as an internationally recognised centre of outstanding research.</p> <p>OUDE's Research Centres and Research Groups are united by consensus on the importance of enhancing learning, in its broadest sense, as a central responsibility of a Department of Education. Since 2008, the Department's overarching research endeavour has focused on the processes of learning and the contexts in which learning is fostered, managed and evaluated. Thus, together with a focus on Learning, we have prioritised Research on Policy and the development of Research Methods as key aspects of our research strategy. Our conceptualisations of Learning and of Policy are informed by the foundation disciplines which include anthropology, economics, history, psychology, philosophy, political science and sociology. These conceptualizations have helped us to create research collaborations across the University, with other academic institutions, with national and international organisations, and with professionals.</p> <p>Since 2008, we have established three major Research Centres in the Department which have substantially increased OUDE's research income and developed new areas of research. These are: <b>SKOPE</b> (Skills, Knowledge and Organisational Performance); <b>OUCEA</b> (Oxford University Centre for Educational Assessment); and <b>The Rees Centre</b> (focusing on the education of children in foster care).</p> <p>In order to enable synergy across the Department, to create an effective management structure, and to provide support where needed, the Department has, since 2008, reconfigured the previous three Research Themes and appointed three new Research Theme Co-ordinators. The three Themes, each with their respective Research Groups and Centres, are:</p> <p><b>(1) Language, Cognition and Development.</b> Co-ordinated by Murphy, this Theme comprises the following Research Groups and Centres: <i>Applied Linguistics; Children Learning; Families, Effective Learning and Literacy; The Rees Centre.</i></p> <p><b>(2) Knowledge, Pedagogy and Design.</b> Co-ordinated by Menter, this Theme comprises the following Groups and Centres: <i>Oxford Centre for Activity Theory and Sociocultural Research; Teacher Education and Professional Learning; Subject Pedagogies; Learning and New Technologies.</i></p> <p><b>(3) Policy, Economy and Society.</b> Co-ordinated by Ozga, this Theme comprises: <i>The Centre for Comparative and International Education [CCIE]; OUCEA; SKOPE.</i></p> <p>Research is central to our recruitment procedures, staff development, higher degree admissions and the quality of our teaching programmes. Our policy is one of inclusiveness, providing the support to enable all academic staff to be research active. All academic staff (37.2 <i>fte</i>) and research staff (19.3 <i>fte</i>), and all higher degree students (104 as of Oct 2013) locate themselves within a Research Group or Centre. These intellectual homes are where research projects are developed, findings presented, publications discussed, reading groups held and international visitors hosted.</p>
<p><b>b. Research strategy</b></p> <p>OUDE's mission is to make significant and innovative theoretical and methodological contributions to the field of educational research, to amass evidence bases to support the decision-making of researchers, practitioners and policy makers, and to mobilise the critical analysis of Learning in order to produce new knowledge and to examine the production of knowledge. The Department does this by involving all members of its diverse body of academics, from early-career staff to established researchers; from those with a strong background in the foundation disciplines to those whose career routes have included substantial teaching in schools. Our environment is therefore inclusive, and all members produce research at an international level. Our depth of expertise was revealed in the 2008 RAE, where OUDE had the strongest 'outputs' profile in the UK, after entering all eligible staff.</p>

The Research Strategy Group comprises the Department's Director, the Director of Research, the Deputy Director of Research and the three Theme Co-ordinators. Once policy is agreed in Research Committee and at Departmental Board, the Research Strategy Group is responsible for ensuring that policy is addressed and facilitated. All Research Groups and Centres are represented on Research Committee ensuring that aspects of departmental strategy cohere around our research priorities. Directors of Centres and Research Group Conveners are responsible for establishing research programmes, generating grant applications, organising research seminars, and integrating research staff and research students into their Centres and Groups. The Research Staff Forum is also represented on Research Committee. A 2.5f<sup>te</sup> Research Office supports research bidding, monitors awards, and maintains both the physical and virtual research environments.

**Progress since 2008.** The Department's post-2008 strategy has been to support our depth of expertise whilst ensuring coherence and structure. We have sought to produce the highest quality research on Learning and the Contexts of Learning by prioritising three foci: 1) Research on Learning, 2) Research on Policy, 3) Research Methods.

A component of our research strategy has been one of diversifying research income in order to respond to changes and constraints in the research funding environment. An indicator of the success of that component is our levels of research income over the period. Total research income for 2008-2013 has nearly doubled, compared to the five-year period 2003-2008 from £4.8m to £9.3m. Non-consultancy and non-donation research awards totalled £11.9m of which £3.1m has been Research Council funding.

Three externally funded Research Centres, established in the Department (post-2008), demonstrate the success of our commitment to sustaining strong research programmes which in turn reflect our research priorities. Each Centre is located in a Theme, but provides research expertise within and across Themes. The externally funded Research Centres are:

**SKOPE** (Skills, Knowledge and Organisational Performance). With strong links to OUDE since its inception in 1998 through Hayward's role as SKOPE's Assistant Director (left Oxford 2010), SKOPE transferred from Oxford's Department of Economics in 2008 after achieving ESRC Education Centres funding of £2.3m. Now led by Mayhew, SKOPE contributes significantly to our priority focus on Research on Policy and adds to our research strengths in the economics of education. SKOPE is located in *Policy, Economy and Society*.

**OUCEA** (Oxford University Centre for Educational Assessment). OUCEA contributes substantially to our foci on Learning and on Research on Policy. Led by Baird, since 2010, it adds expertise in assessment to our research on teaching and the pedagogies of school subjects, and the analyses of international assessment policies to our policy research. Launched in 2008, it was funded by a Pearson donation of £1.7m in 2007 and is located in *Policy, Economy and Society*.

**The Rees Centre For Research in Fostering and Education.** This Centre has allowed us to broaden our conceptualisation of research on Learning and the Contexts of Learning. Led by Sebba, it was established in 2012, with £990k funding from CORE ASSETS, an international provider of foster care. The Centre is located in *Language, Cognition and Development*.

The Theme Co-ordinators, whose posts have been enhanced during the period with more developed leadership roles, have provided greater structure and support for Research Groups and Centres and encouraged synergies within and across Themes. The three-Theme structure ensures the freedom of Research Groups and Centres to devise their own research programmes whilst at the same time responding to the agreed research priorities of the Department as a whole. Further details of the Themes and their respective Groups and Centres are provided below.

### **(1) Language, Cognition and Development .**

Research in this Theme draws on psychological frameworks and emphasises quantitative analyses to take forward the overarching aim of investigating Learning and the Contexts of Learning. The Theme's research focuses on language, cognitive reasoning, cognitive development, and the

impact of learning environments.

The *Families, Effective Learning and Literacy Research Group (FELL)*, led by Sylva and Sammons) has made a highly important contribution to our research on learning through the Effective Provision of Pre-School Education (EPPE) study and its EPPSE extension. The research has been supported since 1997 by £13.5m of DfE funding and £17m external funding in total. Since 2008, the leadership of this research programme has been strengthened by the appointment of Sammons (2009) and Melhuish (2013). They bring, respectively, expertise in organisational effectiveness and learning and child development, as well as considerable statistical strengths. Their appointments add critical mass to the group's research with Melhuish already attracting two newly funded projects (Evaluation of Early Education, £743K; Curriculum Design for Early Childhood Education and Care £261K). *FELL's* research focus on the impact of environments on learning also includes the evaluation of the effect of 19 preschool interventions for the DfES led by Evangelou and the Education Endowment Foundation-funded (EEF) interventions based on the SPOKES early intervention programme led by Sylva (see impact case study 3b-A).

The *Children Learning Research Group* (led by Nunes) carries out research on children's awareness of phonology and morphology and how this relates to literacy development. It has also broken new ground in deaf education with an EEF-funded intervention to enhance the learning of deaf children. Randomised control and quasi-experimental intervention studies have led to the development of targeted teaching resources, with 7000 deaf children in England benefitting from the resources and training based on the outcomes of this research. The Group's experimental work on cognitive reasoning has also informed an influential report on mathematics teaching for the Nuffield Foundation with A. Watson.

The *Applied Linguistics Research Group* (led by Macaro) investigates the relationship between the learners' first language (L1) and their second/additional language (L2) in order to assess the relationship's impact on language learning and bilingual development. Since 2008, this research has developed in four ways by: exploring the linguistic knowledge and development of children for whom English is an Additional Language (Murphy); exploring learners' L2 decoding ability (Woore); investigating codeswitching and learner strategies in formal learning contexts (Macaro); and, recently, by investigating academic learning in contexts where English is the Medium of Instruction (Macaro, Walter). Wang's expertise in psycholinguistic experimentation was brought in to underpin these research areas. Macaro's studies of language learning have been recognised with ESRC Follow-on Funding (see impact case study 3b-E).

*The Rees Centre* is the most recent addition to this Theme with a programme of research that demonstrates how improving the conditions for learning can benefit vulnerable young people. With the aim of improving the educational outcomes, health and well being of young people in foster care, its approach is strongly child-centred, with attention to sense of attachment, security and belonging. Sebba (Centre Director) is currently giving regular policy advice to the DfE.

## **(2) Knowledge, Pedagogy and Design.**

This Theme takes forward our priority foci on Research on Learning and Research on Policy. Using a broad spectrum of research methods, the Theme investigates: national policy and teacher education (Furlong; Menter); research on the processes of Teacher Education (Burn; Mutton); subject pedagogy (e.g., A. Watson, Thompson); learning in new technology contexts (Davies; Eynon).

The highly influential work of Daniels and Edwards (*Oxford Centre for Activity Theory and Sociocultural Research, OSAT*) on cultural historical approaches to learning is critical to Research on Learning in this Theme. Their programme informs the work of the *Teacher Education and Professional Learning Research Group (TEPL)* and is taken forward in their national and international collaborations. The current programme started with their TLRP study (2003-2006) and was pursued by Edwards (post-2008) with funding from the ESRC and subsequently NCSL and Local Government Association and included collaborations with Daniels at Bath. Identifying the learning that occurs as practitioners collaborate across practice boundaries, the programme is

helping to shape the discourse of inter-professional work nationally (in national training schemes for directors of children's services and service managers) and globally (see impact case study 3B-D). The subsequent appointment of Daniels, in 2013, strengthened OSAT's programme of Research on Learning and the Contexts of Learning and ensured its long-term strategic leadership. Daniels has also brought his own focus on Bernstein and Vygotsky in an AHRC-funded collaboration with architects and engineers. He investigates the impact of school design on pupils as learners, adding a new dimension to our analyses of learning environments.

The focus on national policy and teacher education, led initially by Furlong, has been strengthened by Menter's arrival (2012). Furlong's analyses (in Wales, Ireland, Northern Ireland, Brunei) have been brought together in a well received 2013 book. Menter has brought to the Department his work on comparative policy analyses of UK teacher education systems. Furlong and Menter (with contributions from Burn and Mutton) are leading the BERA/RSA review of teacher education.

Research on *Subject Pedagogies* contributes strongly to our Research on Learning. The leading-edge work in mathematics pedagogy led by A. Watson has been strengthened by the appointment of Stylianides, and, in particular, by his fine-grained design experimentation research with teachers. Hillier's Physics Fellowship at the Royal Society ensures that OUDE is a major player in research on the conceptual tools employed in subject pedagogy. McNicholl and Childs are taking forward research on science teacher explanations of concepts. Research on *Subject Pedagogies* has led to intra-Theme collaboration on a book on task design and has also benefited from strong links with OUCEA and its research on formative assessment, resulting in collaborations between OUCEA and colleagues working in physics and mathematics pedagogy.

The *Learning and New Technologies* Group's research provides an additional perspective on the sites of learning by investigating the design of virtual learning environments and the impact of new technologies on young people as learners. The research of Davies, Eynon and Furlong on the use of digital tools in informal learning environments has challenged school pedagogies and revealed the learning implications of the digital divide. Eynon is a joint appointment with the Oxford Internet Institute and will be taking this agenda forward in her British Academy Mid-Career Fellowship.

This Theme is also home to an emerging research agenda on the impact of disadvantage on the learning of children and young people. It is taken forward in the *TEPL* Group's focus on poverty and teacher education and in donor-funded inter-departmental pump-priming projects within a new Youth Initiative Programme (YIP) involving Daniels, Davies, Edwards, Eynon and Strand.

**(3) Policy, Economy and Society.** This Theme has made a major contribution to our post-2008 focus on the development of Research on Policy. Our other priority focus of developing Research Methods expertise is also addressed by this Theme's potential to draw on the methodologies of anthropology, economics, history, philosophy and sociology. Research here also broadens our focus on Learning to include post-16, Higher Education, and professional skills.

Since 2008, *SKOPE* and *OUCEA* have contributed strongly to our research on policy analyses to now include contemporary global and European developments in policy-making. Its research programme demonstrates a combination of theoretically-sophisticated analysis and a concern to support policy development in the area of designing education and training systems for a knowledge society (see impact case study 3b-B). Its work includes: research on the implications of simultaneous growth in top and bottom end employment; transitions from compulsory education; sector differences in the supply of and demand for skills; the reform of education and training provision including the deployment of higher levels of skill; and life-long learning. The Department has ensured *SKOPE*'s continuation (ESRC funding ends December 2013), by the advance appointment of Keep (April 2013) and by appointing James to a lectureship. Keep will take over as Director from September 2014 upon Mayhew's retirement, thus ensuring not only long-term leadership of *SKOPE*'s policy agenda but also increased emphasis on skills research. James' studies of skills (funded by the ESRC and World Skills), alongside Tholen's British Academy Post-doctoral Fellowship study on *Skills, Credentials and Jobs in the Graduate Labour Market*, signal *SKOPE*'s contributions to our overall emphasis on Learning and the Contexts of Learning.

Competitive project funding for SKOPE is now assured until 2016.

OUCEA's programme also shows how our research combines scrutiny and analysis of policy with robust, evidence-based, contributions to its development. The Centre's investigations of the impact of educational assessment and the connections it makes between policy, assessment theory and practice help take forward all three areas of departmental research priority. Its independent research programme has grown rapidly, allowing investment in the appointments of Caro and Hopfenbeck and it has recently produced influential studies of national and international assessment policies for the DfE and the OECD and has been awarded PIRLS 2016. Its strategy of building a programme of independent research has strong departmental support.

Our expertise in policy analyses has also been augmented by individual appointments. Ozga (appointed 2010) contributes a sociological perspective to theoretically rich international studies of the governance of education. Stambach (appointed 2012) sharpens the *Centre for Comparative and International Education's* focus on key actors and agencies promoting Learning in the developing world. She has, through her anthropological analyses, brought the Department's established research on comparative education into closer alignment with contemporary, globalising developments in policy, and their economic and social implications. Oancea (appointed 2012) contributes her philosophy-based analyses of multi-level systems of governance in higher education, while D.Watson's (appointed 2010) close association with this Theme brings his expertise in Higher Education policy to the Department.

**Developments in Research Methods** A strategic priority has been the development of expertise in quantitative analyses and, in particular, cohort analyses. We have therefore invested in staffing to help deliver on this priority with a number of post-2008 appointments (Caro, Hall, Malmberg, Melhuish, Sammons, Strand, and Wang). Marsh's major contribution to the Department has not only been the continuation of his research programme on the Self and Self-Concept but also the synthesis of his substantive area of research with advanced quantitative methods. As a result, in 2008, he formed a Special Interest Group in advanced quantitative methods. Strand's arrival then led to the creation of the new *Quant Hub*, which Strand is now leading. The *Hub* is a focus for the advanced statistical work of colleagues in the Department. It provides expertise in the advanced analyses of cohort data and in the critical analysis of intervention methods. It also supports the mixed methods research of colleagues and students across the Department. Many other examples reflect our strengthened quantitative work: Malmberg's RCUK fellowship research on creating innovative methods of collecting real-time data from children in classroom tasks; the economic analyses undertaken in SKOPE; the research on international databases in OUCEA; and the research in the Rees Centre on meta-analysis.

Our emphasis on the foundation disciplines has broadened our analytic resources. These include the sociological analyses of Ozga and the anthropological approaches of Mills and Stambach. Daniels' arrival has confirmed us as an international centre for the methodologies of cultural historical theory. We are taking the lead in qualitative analyses in the Social Sciences in Oxford through Mills (Director of Oxford's ESRC Doctoral Training Centre [DTC]) who is opening up a new area in ethnography and education. We have rebuilt our strength in philosophical analyses by appointing Oancea, whose interrogation of the philosophical underpinnings of methodologies for assessing research and knowledge exchange has had international impact (see impact case study 3b-C).

OUDE has a strong history in close-to-practice research where colleagues work in research partnerships with practitioners and where international research evidence is either complemented or challenged by locally-based research (see REF3a). A. Watson has been leading the field in this area in mathematics, and the research of Childs and McNicholl (in science education), and Macaro, Murphy and Woore (in language education) increasingly has user-engagement at its core. Daniels has augmented Edwards' research with methodologies of Developmental Work research alongside practitioners. Sebba's commitment to user engagement contributes by involving care leavers and foster carers as researchers.

**Priority Development post-2013:** The over-arching aim and priority foci, identified in 2008, will

remain central. Research collaboration with academics and research-users beyond our Department will remain an important element in shaping our future research strategy (REF3a). However the strategy will be strengthened by the development and generation of new research topics where interdisciplinary research will play a key role. New and developing initiatives include the establishment of two Centres and the Education Deanery (see below for details).

**A Centre for Research in English as the Medium of Instruction.** The Centre is a strategic response to the growing global phenomenon of internationalisation in Higher Education where academic subjects are increasingly being taught through the medium of English in non-Anglophone countries. Led by Macaro, it will investigate the implications of this phenomenon on learning in all phases of education. Having secured competitive internal university funding through the John Fell Fund to appoint a Research and Development Fellow (Dearden), we are already collaborating on research with the British Council and with Oxford University Press. The aim is to launch the Centre during 2014 and to continue to bring together departmental strengths in subject pedagogy and applied linguistics as well as researchers within the wider University and beyond.

**A Centre for the Study of Education and Disadvantage.** The inter-departmental Youth Initiative Programme (YIP) is one strand in a growing body of departmental research on education and disadvantage, which includes work on poverty and teacher education and widening participation in higher education. YIP's pump-priming studies on the digital divide and on school drop-out, together with matched HEIF support for ensuring user engagement, have laid the foundations for a future Centre. It will be taken forward by Daniels and Strand, drawing also on their long-standing research programmes on the educational impact of disadvantage, and will broaden its focus to include collaborations across the Themes and interdisciplinary research partnerships.

**The Education Deanery.** Building on the Department's 25 year history of partnership with local schools, this innovative project will take forward the concept of partnership with local schools and with departments across the University. This multi-level research activity will involve integrating Research, Initial Teacher Education, and the Professional Development of practitioners. Research activities will include joint research projects with schools and other local stakeholders. An initial funding stream for this activity has been identified through the Oxford City Learning partnership and by a university contribution. Currently led by Menter, the Education Deanery will be launched in November 2013.

### c. People, including:

#### i. Staffing strategy and staff development

**Staffing.** Researching at an international level of excellence is a criterion for all academic posts. Teaching at OUDE is research-led. Consequently all job descriptions reflect the demands of both research and teaching. Appointments since 2008 have addressed our research strategy by: sustaining and nurturing our strengths in the foundation disciplines with a focus on Learning and the Contexts of Learning (Daniels, Evangelou, Firth, Hillier, Ingram, Melhuish, Oancea, Ozga, Stambach, Thompson, and Woore); building core strength in quantitative methods (Caro, Hall, Malmberg, Melhuish, Sammons, Strand, and Wang); researching policy (Baird, Hopfenbeck, James, Keep, Mayhew, Menter, Ozga, Sammons, Sebba, and Strand).

The diversity of our academic staff reflects our commitment to equal opportunities and University policy is closely followed with regard to appointments. Academic staff (headcount) comprise: 20 female and 22 male; Contract Research staff, 18 female and 1 male; Post-doctoral research fellows, 4 female and 3 male. The Department has a strong international profile with colleagues appointed from many countries including Australia, Canada, China, Greece, Germany, Peru and the US.

Retirements since 2008 are: Copley, Hagger, Lunt, Pendry, Stanley, Trend and Walford. Except for Lunt they have been replaced in the same research areas by Gearon, Menter, Burn, Baird, Firth and Ozga. Ellis and Hayward became Heads of Department elsewhere. Ellis will be replaced by a reconfigured lectureship in English and Literacy Education, reflecting both national and international developments, and Hayward's move enabled us to fill the gap left by Pring's earlier retirement and appoint Oancea to a University Lectureship (UL) in Philosophy and Education.

Furlong, Marsh, Phillips and A. Watson have relinquished their full-time chairs but continue to contribute their distinctive expertise through research and supervisions. They have been replaced by Daniels (from Bath) and Strand (from Warwick) in statutory chairs, Stambach (from Wisconsin Madison) with a chair by recognition of distinction and Ingram (from Warwick) to a UL. Tholen has a BA post-doctoral fellowship and Eynon a BA mid-career fellowship.

**Staff development.** A major concern has been to recruit and then nurture Early Career Researchers (ECRs). Since 2008, we have a good record of success of moving ECRs to permanent positions: Hopfenbeck, Oancea, Stylianides and Woore have been appointed to lectureships; Malmberg's RCUK fellowship led to a new UL in educational statistics; Evangelou and Fancourt have moved from research posts to lectureships, with James to follow in January 2014. Hall moved from a Research Assistant post to Research Fellow; and Woore exemplifies the success of the Teacher Education Research Fellowships (TERF) set up in 2007 to grow our own teacher education researchers. TERFs are taken up as teachers, then mentored as teacher educators whilst undertaking part-time doctoral research. Our research culture underpins the engagement of all colleagues at every career stage with the development of their own research trajectories. Day-to-day mentoring and critical feedback occurs in the Research Groups and Centres and Theme Co-ordinators play a strong role in supporting the career development of ECRs and research staff. New non-Professorial appointments are allocated a research mentor, a role linked to the two and five year review system for confirmation of appointment. Apart from TERFs, colleagues who have joined from school teaching, since 2008, all have doctorates and were given reduced teaching in their first year to allow time for research.

Those earlier in their careers have assumed positions of responsibility: Fancourt leads a Masters in Teaching and Learning; James is Assistant Director of SKOPE and Director of Doctoral Studies; Mills is DGS and Director of the ESRC DTC; Murphy is a Theme Co-ordinator; Oancea is senior University advisor on impact and Deputy Director of Research. Evangelou, Fancourt, Hillier, Hopfenbeck, James, and Stylianides have all become PIs since 2008, evidencing a new generation of first class researchers. Eynon's BA Mid Career Fellowship, Malmberg's RCUK fellowship, and Tholen's BA Post-doctoral Fellowship again bear witness to our attention to growing new research leaders. Evangelou, McNicholl and Oancea have undertaken the University's Academic Leadership Programme for academics moving into leadership roles.

The review and support system for research is completely inclusive. All academic staff meet with the Director of the Department for an annual appraisal meeting which focuses primarily on their research trajectories and identifies needs for support. Research-only staff, with contracts of over six months, meet with the Director of Research or their Theme Co-ordinator for an annual career development review which focuses on their development as independent researchers and their research training needs. Development needs are also discussed in the Research Staff Forum which takes relevant matters to Research Committee.

Colleagues are helped to select training offered by the Oxford Learning Institute and are funded for specific courses (e.g., Research Leadership). They are encouraged to visit collaborating research centres (e.g., Australia, Canada, China, New Zealand, Northern Europe, Russia and the US). Research Groups and Centres organise sustained visits from senior international researchers through existing affiliations and the departmental Visiting Research Fellowship (VRF) scheme (31 VRFs since 2008), ensuring that colleagues are well-networked globally. In addition, all academic and research-only staff can apply for conference funding to a limit of £2k over a two-year period. Take up of sabbatical terms is almost 100%, with a ring-fenced budget to support cover for teaching. Applications and end-of-sabbatical reports are monitored by Research Committee. Short periods of research leave are also arranged to enable progress or completion of research projects.

## ii Research students

Our annual intake is 20 full-time Post-Graduate Research (doctoral) students (PGR). OUDE ring-fences £90k p/a for PGR scholarships and bursaries. OUCEA and Rees have funded studentships, and, since 2008, OUDE students have regularly attracted competitive scholarships ranging from external sources (AHRC/ESRC and Chevening) to competitively awarded University schemes (Clarendon Fund and Rhodes Trust). The total number of fully-funded students between academic

**Environment template (REF5)**

years 2008/09 and 2012/13 was 45. The quality of students' work has been recognised in 'best dissertation' prizes from the AERA Work-based Learning SIG and a Best New Assessment Researcher award from the Association of Educational Assessment Europe. It is a future ambition of the Department to create studentships with the aim of attracting applications for doctoral research from countries and continents currently under-represented in our student body.

The post of Director of Doctoral Research (created 2013) helps to ensure that PGRs' acceptances reflect the research agenda of Research Groups and Centres and that PGRs are embedded within these to create a critical mass of coherent research activity built around established academics and contract researchers. There, research students are socialised into international research networks, join reading groups and seminars and discuss their progress. PGRs access the resources of the Oxford ESRC DTC and are encouraged to build international networks through attending courses and conferences outside the UK. OUDE admits a limited number of visiting doctoral students and self-funded post-doctoral fellows from outside the UK. These join a Group or Centre and enhance the early career networks of our PGRs. Student support has been enhanced by: introducing co-supervision for students to ensure long-term consistency of support; developing supervisory skills for new staff through training, mentoring and co-supervision; the sharing of good practice in supervision; supervisor meetings where the integration of PGRs into groups is discussed. In addition to a one year programme of research training, we provide courses in Advanced Qualitative and Quantitative analyses for students in later years of study. We have ensured more sustained support for PGR students by increasing staffing in the higher degrees office from 1 *fte* to 2.5 with no increase in student numbers.

Research students' contribution to the research environment includes the appointment of students as 'Professional Development Coordinators' to: facilitate programmes of careers-focused seminars and a weekly work-in-progress seminar; organise an annual student-run conference ('Stories') attracting students from across the UK; run reading groups, student networks and small conferences within research groups and centres; and to organise inter-departmental events with DTC support. Students also gain teaching experience through joint supervision of Masters dissertations, teaching statistics to PGCE students and by contributing to Masters courses.

**d. Income, infrastructure and facilities**

Until 2010, the Department was extremely successful in gaining government funding. However, predictions of a constrained government funding environment led to a strategic decision to diversify our research income sources. Together with continued government funding (e.g. for EPPSE) our funding now includes grants from the AHRC as well as the ESRC. Non-UK sources of research funding have included the Japan Endowment Committee, the Norwegian Research Council, the Spencer Foundation and the US Department of Education. Our research is also funded more extensively by a wide array of UK bodies such as Esmée Fairburn, the Leverhulme Trust, the Local Government Association, NCSL, Nuffield, the Resolution Foundation, the Scottish and Welsh Governments, British Council and other smaller specialist funders.

The funding for the three Research Centres has also had a major stabilising effect on income. Centres' funding has come from donor (Pearson) and independent (Rees) funding, alongside *SKOPE's* ESRC funding. Moreover, our strategy for research income generation complements our impact strategy with a new emphasis on research-based consultancies (REF3a). Thus, a comparison with a five-year period, prior to 2008, shows that our total research *income* has nearly doubled (from £4.8m 2003-2008 to £9.25m 2008-2013). Research *awards* (2008-2013) total £11.9m, plus £250k of donor funding (not including the £1.7m for OUCEA, arriving in 2007). We have therefore maintained funding income despite the increasingly competitive climate. Our success with research funding has meant that groups can sustain research programmes and retain expert teams of researchers.

The Social Sciences Division delegates research strategy to departments, while providing a team of 3 *fte* as central support for cross-department initiatives, accessing funding, targeted bid-writing support to ECRs, research ethics and bids to the University's John Fell Fund. University Research Services has a dedicated Social Sciences-Humanities team that provides advice and support on applications, awards, and research contract negotiations. Research consultancies are supported by Oxford University Consulting. Divisional membership, together with the University's collegiate

structure, enables collaborations within and beyond the Division.

The quality of OUDE bids is monitored from their inception. An intention to bid is logged with the Department's Research Office. Proposals are read by at least one senior colleague prior to submission, while the Research Office guides the costing. The Research Administrator liaises with University Research Services, whose Social Science team help with the preparation and submission of proposals, the start-up of new projects, and research-related agreements with funders and collaborators. Research Services also offer specialised support for European R&D funding, IP rights management, contracts and research information management. Funded research then receives financial guidance from the Research Administrator, in liaison with the departmental Finance Office, throughout the project.

We have invested substantially in our Research Office since 2008, upgrading the Grade 5 Research Administrator role to a Grade 7 Research and Development post which carries out financial monitoring enabling whole lifecycle management of grants. The full-time Research Secretary undertakes web-site development, supports Research Committee sub-committees and a wide range of research environment activities. With an average of ten or more seminars a week, the Department benefits from administrative support from the Research Office, who produce a monthly research newsletter, organise the weekly public lectures attended by the whole Department, and the annual departmental research day. The Office also manages applications from VRFs, and the departmental poster conference involving both academics research staff and research students.

The Departmental Research Ethics Committee (DREC) is supported by a 0.5 *fte* administrator who assists the DREC Chair to process applications from staff and PGR students. Colleagues from across the Department are involved in ethics assessments and a web repository of protocols and resources supports applications. Regular ethics updating sessions are held for staff and students. Studies with vulnerable subjects go from DREC to a Divisional committee for scrutiny.

The Department's Education Library (sited within the Department's buildings) is part of the University's Bodleian Libraries, the largest UK university library system and which has legal repository status. The current library budget for the Social Sciences is £1.5 million per annum, and supports the most extensive provision of electronic resources in the UK. The Education Library has a £65k annual materials budget and a staff of 3.58 *fte*. It holds c. 50,000 books and 160 journal subscriptions; this is supplemented by inter-library loans, e-books, purchase on request, and a delivery service giving departmental access to Bodleian copyright books and other journals. Staff help access Web documents, reports and government publications, offer a current awareness service and training, and a browsing area of major journals and new books. Library training includes literature and web-searching, referencing software and use of technical research equipment and staff offer personal consultations to colleagues.

The departmental ICT infrastructure has been substantially upgraded since 2008, and improvements made to the co-ordination of the 2 *fte* IT support. The Research Secretary manages our new website and intranet to support Research Groups and Centres. All IT and web roles are now line-managed by the Departmental Administrator, ensuring that IT supports research strategy.

All academic staff have their own offices and research staff are located in team rooms. All research students are provided with personal study space. The three externally-funded Research Centres have their own dedicated suites of rooms with desks for research students.

#### **e. Collaboration or contribution to the discipline or research base**

The intensity of research activity within and across Research Groups and Centres is enhanced by our research collaborations which take forward our research priorities: Research on Learning, Research Methods and Research on Policy. Interdisciplinary collaborations within the University involve Computer Science, Economics, Psychology, Geography, Law, the Oxford Internet Institute, Politics, Psychiatry, Social Policy and Intervention, Sociology, European Studies Centre, and the Institute of Ageing as well as research at Green Templeton and Kellogg Colleges. Collaboration with other UK Universities is extensive. Over twenty other institutions are, or have been, involved in funded research projects. International connections enhance our research environment and underpin collaborations. We have strong research links with over 30 universities outside the UK. Colleagues frequently hold honorary positions in collaborating centres, and we host senior researchers through the VRF scheme. These international colleagues contribute to Research

## Environment template (REF5)

Groups and Centres, in master classes, seminars and tutorials. Our research also involves collaboration with various external bodies such as CfBT, Frontier Economics, NatCen, The Washington Migration Policy Institute, The Resolution Foundation and The Social Market Foundation (See REF3a for further details).

Our focus on socially relevant research is sustained through collaborations with research users. Sebba and Edwards' 2011 TLRP book on *User Engagement* argued for engagement throughout the research process. This approach underpins the appointment of Norham Fellows i.e. senior practitioners who collaborate with us and our annual high-profile public seminar series (since 2009) on cities, assessment, looked-after children, teacher education and (in 2014) preventing school drop-out. These seminars bring together researchers, practitioners and policy communities to identify current research topics and build user networks for knowledge exchange. All three externally-funded Centres ensure user collaboration throughout the research process through: SKOPE's employers' network; OUCEA's meetings with teachers on assessment reform; the Rees Centre's co-research with foster-carers and care-leavers. User-engagement from the outset is evident in studies by FELL and Child Development, where strong collaborations with user groups have helped tailor the interventions building on colleagues' research findings. All subject pedagogy research, and Macaro's Follow-On study, is based on partnerships with school colleagues. Other examples include Stylianides' design experiments and A. Watson's collaborations with mathematics teachers. The Education Deanery is premised on strong research relationships with schools and OSAT's use of *Developmental Work Research* methodologies has practitioner participation central to research design.

Contributions to the discipline include reviewing for the ESRC, EEF and Wellcome in the UK. Internationally we review for research councils in nearly twenty countries as well as for the EC, Nordforsk and the OECD. We have also assessed research activities in Universities in the UK and elsewhere including Finland, Hong Kong, Latvia and Luxembourg. The outstanding contribution of colleagues is demonstrated by our submission of nine Academy of Social Sciences Fellows. The research of Ozga, Sylva, Marsh and Edwards was also recognised respectively by a Fellowship of the British Academy (2013), an OBE (2008), an AERA Career Achievement award (2011), and honorary degrees from the Universities of Helsinki and Oslo (2009 2011). Colleagues hold senior positions in Learned Societies: President of BERA (Menter), the Association of Educational Assessment-Europe (Baird), SRHE (D. Watson); and membership of BERA Council (Menter and Oancea), EERA Council (Oancea), and Ozga's EERA network leadership.

Oancea wrote the influential BERA report on the impact of the RAE, co-authored the final report of the Strategic Forum on Educational Research and, with Menter, wrote the BERA/UCET *Prospects for Educational Research Review*. Baird chaired OfQual's reliability programme. A. Watson was a member of the Advisory Committee on Mathematics Education with the DfE. D. Watson, chaired the *Inquiry into the Future of Lifelong Learning*. Ozga has reported on the sociology of education for the ESRC and Sammons was a member of the *Government Science Office Review of the DCSF*. Colleagues regularly organise international and national conferences and host specialist conferences in Oxford. Recent examples of conference themes include: assessment, comparative education, mathematics, foreign languages, the teaching of deaf children and teacher education. We have also led ESRC seminar series on new technologies and special education, teacher resilience, teacher education and have recently been awarded one on fostering teenagers.

In addition to extensive editorial board membership across the Department, we host eleven international peer-reviewed journals: *Assessment in Education*; *CADMO*; *Emotional and Behavioural Difficulties*; *Learning Culture and Social Interaction*; *Learning Media and Technology*; *Oxford Studies in Comparative Education*; *Research in Comparative and International Education*; *The Oxford Review of Economic Policy*; *The Oxford Review of Education*; *Review of Education*; and *Teaching Anthropology*. In addition, we have edited special issues of the following journals: *Canadian Journal for Science, Mathematics and Technology Education*; *Educational Studies in Mathematics*; *European Educational Research Journal*; *Higher Education Quarterly*; *Human Development*; *International Journal of Educational Research*; *International Journal of Mathematics Education*; *Journal of Computer Assisted Learning*; *Journal of Education for Teaching*; *London Review of Education*; *Research Papers in Education*; *School Effectiveness and School Improvement*; *Sociology of Education*.