

**Institution: Cardiff University**

**Unit of Assessment: UOA25**

**a. Overview**

Cardiff’s distinctive approach to educational research locates it unambiguously within the social sciences. Cardiff School of Social Sciences was established in 2000 to generate innovative synergies between the disciplines of education, sociology, geography, criminology, social work and social policy. For RAE2008, the School’s strategy was to submit to the Sociology Sub-panel, with a request that one group of staff be cross-referred to Education. In the event, the Sociology Sub-panel chose not to cross-refer. Accordingly, while the strategy of multi-disciplinarity remains central to the School, we have decided to make separate submissions to the REF2014 Education and Sociology Sub-panels. This decision also explicitly recognises the strategic growth and success achieved in the profile of the School’s educational research activities.

In RAE2008, the School’s overall submission was rated by the Sociology Sub-panel as first in the UK on the ‘Research Power’ (GPA x volume) measure. This rating confirmed the School’s standing as one of the highest quality centres for social science research in the UK. Since 2008, the School’s research programme has continued to grow, surpassing all annual targets set by the University for income generation and postgraduate studentships. It has built a sustainable mass of over 200 staff and has been awarded 236 research grants of £38M during the assessment period.

A strong and vibrant research culture is organised around Research Themes – four of which contain significant amounts of educational research: Childhood, Culture and Identity; Education, Skills and Labour Markets; Critical Policy Analysis; and Advances in Research Methodology. These are the areas in which the School has sustained a critical mass of expertise; and to which Cardiff researchers are expected to make a substantial contribution. Each Theme is associated with one or more Research Centres, each of which is supported by major external funding. There are also less formal Research Groups, which provide collaborative environments for the development of new ideas and initiatives. These are supported by internal, School funding.

Theme	<b>Childhood, culture &amp; identity</b>	<b>Education, skills &amp; labour markets</b>	<b>Critical policy analysis</b>	<b>Advances in research methodology</b>
People	<b>Fletcher</b> ;* Hadfield; <b>Hemming</b> ; <b>Holliday</b> ; <b>Holland</b> ; Jones; Morgan; <b>Murphy</b> ; <b>Renold</b> ; Smith; <b>Taylor</b> ; <b>Walkerdine</b>	<b>Brown</b> ; <b>Bullock</b> ; <b>Cheung</b> ; <b>Felstead</b> ; <b>James</b> ; Jephcote; <b>Lloyd</b> ; <b>Monrouxe</b> ; <b>Power</b> ; <b>G. Rees</b> ; T. Rees; <b>Salisbury</b> ; Stroud; <b>Watermeyer</b>	<b>Brown</b> ; <b>Chaney</b> ; Connolly; <b>Fletcher</b> ; <b>James</b> ; <b>Lloyd</b> ; <b>Power</b> ; <b>G. Rees</b> ; <b>Tannock</b> ; <b>Taylor</b> ; <b>Watermeyer</b>	<b>Cheung</b> ; <b>Fletcher</b> ; Girvan; Greenland; <b>Holliday</b> ; <b>G. Rees</b> ; <b>Renold</b> ; <b>Murphy</b> ; <b>Taylor</b> ; <b>Walkerdine</b>
Research Centres	DECIPHer WISERDEducation	CUREMeDE SKOPE WISERDEducation	DECIPHer SKOPE WISERD	DECIPHer WISERD
Research Groups	Childhood Research; Sexualities and Gender; Culture Imagination & Practice	Global Political Economy; Work, Employment & Labour Markets	Education Policy Analysis; Education and Utopias	Ethnography, Culture & Interpretive Analysis; Subjectivity & Psychosocial Research; Survey Research Methods

*\*Names in bold refer to staff whose outputs have been submitted to UoA25. Names in the narrative that are not listed above refer to key colleagues from other disciplines in the School.*

**b. Research strategy**

**i. Overall evaluation**

The development and oversight of the School’s research strategy takes place at School, College and University level. At School level, the Director of Research (DoR) is supported by the School Research Committee, whose membership is drawn from across the Research Centres and includes contract research staff representatives. The School reports to the College of Arts, Humanities and Social Sciences and all DoRs meet regularly as a University Network.

The overall strategy is underpinned by three principles: Firstly, that research excellence can only

be achieved by ongoing investment, interdisciplinarity and innovation; secondly, that universities have a duty to grow the next generation of researchers; and thirdly, that academic research should be directed towards the betterment of governance and civil society.

The success of the strategy in developing educational research at Cardiff is evidenced by a range of achievements that build upon the success of RAE2008. The last five years have seen:

- Grant capture of over £16M for educational research projects;
- The publication of over 300 educational research papers in peer-reviewed journals;
- The School hosting eight major peer-reviewed journals in education and related areas;
- A growing postgraduate student community, with over 60 students studying for research degrees in education;
- 40 doctoral research degrees awarded in the field of education;
- Over 70% of researchers in education and related areas acting as trustees and expert advisors for public and third sector organisations.

## ii. Main objectives and activities since 2008

From its inception in 2000, the School's principal aim has been to undertake rigorous empirical and theoretically sophisticated research. Its performance in the RAEs of 2001 and 2008 give an indication of its success in achieving this aim. During the current assessment period, the School has aimed not only to strengthen further the robustness of its research, but also to develop new strategies that ensure that its research programme makes meaningful connections with civil society. Educational research is central to this aim because the School recognises that learning is not confined to schools, colleges and universities, but takes place also in families, communities and workplaces. Indeed, learning lies at the heart of a healthy civil society. In order to achieve the twin aims of robust research and meaningful engagement beyond the academy, the School identified six strategic objectives. These, and our progress in realising them, are outlined below:

### 1. *A continued commitment to multi-disciplinary research*

The School has widened its disciplinary base. In relation to education, it has continued to develop sociological, geographical, psychological approaches and brought together educational specialists with staff working in health, social work, social policy and criminology. WISERD and, more specifically, WISERDEducation (described in Section d) are good examples of the realisation of this objective.

### 2. *The need to strengthen expertise in quantitative research methods*

The School has a strong tradition of qualitative research which it has sought to match with enhanced quantitative capacity. In order to consolidate existing expertise in multi-level analysis and randomised controlled trials, the School attracted six specialists (Cheung, Davies, Fletcher, Rees Jones, Sloan, M. Williams) to work with established colleagues (e.g. Holliday, Murphy, G. Rees and Taylor) to increase quantitative capacity in educational research. A successful bid (with Swansea University) to establish the ESRC Administrative Data Research Centre (ADRC) Wales (£1.3M) has further enhanced our capacity in this area.

### 3. *Conducting research to influence policy and practice in Wales, the UK and internationally*

All our Research Centres have well-developed strategies for engaging with key stakeholders. During this assessment period, these were strengthened by the development of WISERD, WISERDEducation and the Public Policy Institute for Wales (PPIfW), which provide institutional mechanisms for the delivery of knowledge exchange and transfer. Further details on this aspect of the School's work can be found in REF3a.

### 4. *Securing research funding from a wide variety of sources*

The School received funding from diverse sources during the assessment period. Although the largest single funder of our educational research continues to be UK Research Councils (£10M in awards), over £4.6M was obtained through tenders to UK central government and local authorities and £1.3M from UK-based charities.

### 5. *Investing in the next generation of research scholars to nurture future research leaders*

WISERD and WISERDEducation provide extensive programmes of capacity building. Another key success in developing the field has been Cardiff's leading role in establishing the ESRC Wales Doctoral Training Centre (DTC) (headed by James) and the Welsh Crucible (REF5c).

### 6. *Acting on the world-stage by collaborating with major international universities and agencies*

Colleagues working in the area of education enjoy a number of close partnerships with

prestigious universities internationally. During the assessment period, nearly two thirds of education staff have collaborated with prestigious universities overseas. Examples include Brown (Singapore), Cheung (Wisconsin-Madison), Fletcher (Copenhagen), Holliday (Maastricht), Power (École Normale Supérieure) and G. Rees (British Columbia) Collaborations with international agencies involve NESET (Network of Experts in Social aspects of Education and Training) (Power & Taylor), which is funded by the European Commission and close links with the OECD (G. Rees & Felstead).

In 2010, the School commissioned an independent, external review of its education activities to ensure that it was delivering on its strategic objectives. The resulting Whitty Report recognised the distinctive environment for educational research and argued that the School is well-placed to assume a leadership role for educational research within Wales. Accordingly, the School made a successful application to HEFCW for WISERDEducation, a programme of capacity- and infrastructure-building for Wales which started in 2012. The School also took the lead in its successful tender for the £10M programme to deliver the Welsh Government's Masters in Educational Practice enabling staff to be centrally involved in the development and assessment of practitioner-led action research projects.

### iii. New and developing initiatives

The School is now expanding its range of activities within each of the Research Themes:

- *Childhood, culture and identity*  
 Early childhood education is emerging as an area of expansion for the School. The award of a major evaluation of Wales' Foundation Phase (Taylor) has brought a significant number of researchers in this area, as has the establishment of cohort studies within WISERDEducation (Power & Taylor). This research will feed into the Children's Social Care Research Centre for Wales (directed by Holland) which will be launched in Spring 2014. The Centre will draw together a range of projects (currently funded by ESRC, Nuffield, National Institute for Social Care and Health Research, Welsh Government, Big Lottery, NSPCC and Action for Children) and bring educational researchers and social care professionals into a closer relationship.
- *Education, skills and labour markets*  
 While work on employability and skills continues to thrive, the School has plans to ensure this is sustained after the end of the core ESRC funding for SKOPE (Lloyd, Brown). Proposals include the establishment of a collaborative research centre with the Cardiff Business School and a Masters in Skills and Workforce Development in collaboration with the Institute for Adult Learning in Singapore which will draw in research students and additional staff in this area.
- *Critical policy analysis*  
 Our capacity in education policy analysis has been enhanced through the appointment of new personnel (Tannock, Hemming) and the growth of WISERD and DECIPHer. G. Rees led the successful bid for the PPIfW (£1.3M). From November 2013, the PPIfW will provide Welsh Government Ministers with the best available evidence on which to develop their policy initiatives.
- *Advances in research methodology*  
 The School's capacity here will be greatly strengthened in coming years through two significant awards. In addition to ADRC Wales, which started in October 2013, the School has recently been awarded £1.5M from Nuffield for a 'Q-Step Centre'. This will commence in 2014 and will investigate, and establish, strategies to increase the quantitative capacity of undergraduates. It will also develop a multi-disciplinary BA Social Analytics pathway to give thorough training in quantitative methods alongside a subject specialism - of which Education is one.

Overall, the future of educational research within Cardiff looks strong. It forms a central plank in the University's proposals to establish a dedicated Social Science Park (SSPARK). SSPARK will be a major capital investment bringing together researchers from across the disciplines along with policy makers and practitioners in order to promote the design, conduct and evaluation of high quality cross-disciplinary research with impact. It will ensure that over the coming years educational research at Cardiff will be firmly embedded within a robust and well-resourced intellectual environment and is brought into an even closer relationship with research users.

### c. People, including:

#### i. Staffing

As part of a truly multi-disciplinary School, educational researchers experience a lively and

stimulating research environment where they are exposed to the latest ideas across the social sciences. They also benefit from staffing policies that foster strong research careers underpinned by principles of equity and excellence.

*Staffing policy and evidence of its effectiveness:* The School recognises that its staff are *the* key factor in maintaining its position as an internationally-leading centre for social scientific research. As of October 2013, there are 205 staff in the School as a whole – 88 academics, 63 administrative staff and 54 on research-only contracts. In relation to education and related areas, those on academic contracts comprise 13 professors, four readers, six senior lecturers and four lecturers. The overwhelming majority (89%) of academic staff are on teaching and research contracts. During the assessment period, the School has reduced its use of fixed-term contracts. In 2009, 30% of academic staff were on fixed-term contracts. By 2013 the proportion had fallen to 17%.

Within the assessment period, the education staff profile has been relatively stable. Only six Category A staff retired (Bellin, Fitz) or moved to posts in other universities (Cameron-Faulkner, Epstein, Ivinson and Keep). Replacements include Girvan, Hemming and Tannock. There have been three joint appointments (Bullock, Fletcher, Moore) in the area of health, medicine and education in order to foster greater collaboration.

The mean age of the Category A education staff in the School is 51 years. There are, though, a small number of professors of education due to retire in the next five years (G. Rees, T. Rees and Walkerdine). Succession planning is central to the School's staffing strategy. Because of the School's track record of success in promoting internal staff to senior academic positions, and reflecting the importance of developing the next generation of academics, the School will continue its policy of replacing these staff with early career staff.

*Prestigious research fellowships:* During the assessment period, the School has been awarded nine funded fellowships (seven ESRC-funded). These include Taylor's ESRC Mid-Career Fellowship 'Growing up in 21st Century Britain: Spatial Analysis of the Millennium Cohort Study' and Walkerdine's Leverhulme-funded Professorial Fellowship 'Roots and routes: Intergenerational transmission and personal change'. Other prestigious fellowships include: Power's three month 'invited researcher fellowship' in 2008 with the Institut National de Recherche Pédagogique (INRP) at the École Normale Supérieure Lyon, France (funded by the INRP); and visiting fellowships with the University of Latvia (James); Stanford University (Cheung); and the UK Commission for Employment and Skills (Felstead).

*Equality of opportunity:* The School ensures that senior staff success is not achieved at the expense of less experienced staff by providing all early career researchers (ECRs) with mentoring, research time and resources. The School is fully compliant with the Cardiff University Equality and Diversity Policy and has a Wellbeing and Environment Committee with a designated Equalities Lead (Chaney), who is an experienced academic with research expertise in the field. In 2012, the School participated in an ECU Athena Swan pilot exercise which reported positive results about gender equality. There is a growing success in the promotion of women staff to senior levels, with a very high success rate for promotion to reader/professor.

The School ensures that principles of equity and excellence are inscribed in the granting of study leave. During the assessment period, six members of education staff have benefited from extended study leave. Additionally, to increase responsiveness to particular research demands (e.g. urgent publication deadlines, quick turnaround of grant applications), the School also utilises a University scheme of shorter study leave periods, whereby staff can be released from teaching and administration for spells of up to one month. The School is even-handed in allocating funds for research dissemination. In addition to sharing work in progress at various internal seminars, funds are provided for all staff to present at one UK and one international conference each year.

Cardiff is particularly mindful of its leading role in developing ECRs in education. The School is committed to implementing the principles of the Concordat to Support the Career Development of Researchers and the Researcher Development Framework (RDF). All contract researchers are offered opportunities to teach and tutor to increase their long-term employability, and are encouraged to affiliate with the HEA. Cardiff University has been recognised by the European Commission and accredited with the 'HR Excellence in Research' kite-mark for improving the career development opportunities of its researchers.

In 2010 the University was awarded a *Times Higher* award for its 'Outstanding Contribution to

Leadership Development'. Since then ECRs are able to take part in the Welsh Crucible, which is also currently shortlisted for a *Times Higher* award. This highly competitive national programme, led by Cardiff University, offers leadership development for promising future research leaders building their careers in Wales. The success of these strategies within the assessment period is evident in the move of staff from research-only to research and teaching posts (e.g. Stroud, Tannock in education), and from lectureships to professorships (Lloyd, Renold, Taylor). In addition to supporting ECRs, the School is also sensitive to the needs of staff who experience disruption in their careers. All such staff are offered a phased return to academic work and are supported as they resume their research activity through specialist mentoring programmes.

*Standards of research quality and integrity:* Research excellence is promoted via an extensive programme of staff development, a system of annual appraisal and research mentoring, and supportive but rigorous peer review of research proposals (all applications for external research funding are required to satisfy peer review before submission). All members of the School (from undergraduates undertaking their dissertations to senior staff) are required to gain ethical approval for their projects. The School's Social Research Ethics Committee provides guidance to promote good practice and scrutinises all projects. During the assessment period this has involved scrutiny of nearly 900 student and staff research projects.

## ii Research students

*Funded studentships:* There are currently over 160 research students in the School, 66 of whom are studying for doctoral degrees in education and related areas. Reflecting its success in earlier research assessment exercises, the School has always received a healthy quota of 4-5 ESRC education studentships each year. In 2011, these arrangements were replaced with the allocation that Cardiff receives through the Wales DTC. Between 2011-13, the School received funds for 13 education studentships and the School is committed to maintain future allocations at this level. Competition for studentships is increasingly intense. In 2008, there were 32 applicants. In 2012, there were 104 applicants. In 2013, there were 111. Because of successful collaborations, the School has 'grown' the number of students receiving ESRC funding. There are currently 33 ESRC-funded students in the School studying education-related topics. Other current funded education studentships include: one from the Coleg Cymraeg Cenedlaethol (a national body which plays a key role in developing Welsh medium scholarship at universities in Wales); and two studentships from the Welsh Government. The School also receives funding from the Nippon Foundation for up to four international students per annum, which support research in the maritime industry. Many such students have chosen education-related topics, such as processes of skills development in seafaring and the management of maritime education in the Philippines. The University also runs several competitions for commemorative studentships. The School currently has two winners in the area of education - one 'President's Scholar' and one 'Richard Whipp' Student.

*The postgraduate research culture:* The large student body contributes to a thriving and vibrant research culture. Research students on all disciplinary pathways are strongly encouraged to participate fully in the School's research activities through membership of at least one research group and participation in seminars and events. A postgraduate conference and poster competition is held annually. There is also a student-run Postgraduate Café - meeting every month to discuss a range of topics related to social research, politics and culture, - that runs a successful blog (<http://culturecafe.blogspot.co.uk/>).

Some education students are attached to research centres and all are expected to undertake mini-placements in the centres and/or with research projects to enhance their research experience. Over the last five years, three of our education doctoral students have also been successful in obtaining prestigious and competitive ESRC internships in such bodies as the Welsh Government.

Co-ordinated by the DTC ([www.walesdte.ac.uk](http://www.walesdte.ac.uk)), all research students are provided with training in areas such as university teaching, writing for publication and developing an academic career. The DTC also provides advanced training across a range of methods – particularly in the analysis of quantitative data. (For details, please see the University Graduate College Brochure <http://cardiff.ac.uk/ugc/training/university-graduate-college-programme>). In this way, students build a portfolio of activities within the Researcher Development Framework (RDF).

All academic staff contribute to the development of research students through teaching and/or supervision. The School has a robust system ensuring that all students have at least two supervisors. This also facilitates the mentoring of new supervisors. In addition, each student has

an independent 'progress reviewer' who formally evaluates the student's development every 6 months through a range of assessments (presentations, written work etc.). Further details on supervision and monitoring can be found on: <http://www.cardiff.ac.uk/regis/sfs/rdqh/a-code-of-practice-for-research-degrees.html>

#### d. Income, infrastructure and facilities

Internal analysis by Cardiff University has identified that the School has one of the highest per capita grant income capture (by 'T&R' post) for any social science outlet in the UK. This level of investment provides a platform for its significant ongoing investments in research, which have demonstrably led to high quality publications and greater impact.

##### *Research Centres*

To ensure sustainability and build a critical mass of scholarship, research is increasingly being consolidated into research centres. The School has 10 externally funded research centres, five of which conduct significant amounts of educational research. These Centres are underpinned by a research and business plan to ensure sustainability and each has a full-time Director and a core of dedicated research, administrative and technical staff. Other academics from the School (and more widely) participate in the work of the Centres through joint research projects and publication.

1. The Wales Institute of Social & Economic Research, Data & Methods (**WISERD**) was established in October 2008 and operates as a networked research institute, with the Director (G Rees then Rees Jones), an administrative and technical Hub at Cardiff University and researchers at Aberystwyth, Bangor, Cardiff, South Wales and Swansea Universities. Initial funding of £1.46M was allocated by ESRC and £3.42M by HEFCW. WISERD has had considerable success in attracting additional funding (over £12M) and is now self-sustaining. WISERD has undertaken significant cross-disciplinary research on Wales and comparatively, with educational research playing a major role. Key examples of education-related projects include: *The evaluation of the Foundation Phase* (£980K Welsh Government); *The impact and effectiveness of widening access to HE in Wales* (£250K funded by ERSC and HEFCW); and *Surveys of European Social Fund (ESF) Training Scheme Leavers* (2009 £250K; 2010 £224K, Welsh European Funding Office). WISERD has also carried out major work in relation to data management and access through, for example, the development of the WISERD Geo-Portal – a unique source of meta-data for Wales. WISERD has also made an important contribution to the development of the Welsh Government's National Data Strategy, especially with respect to the linking of administrative data. Together with Swansea University it now hosts ADRC Wales (Rees Jones, Davies, Taylor) which is designed to strengthen the UK's competitive advantage in Big Data. [www.wiserd.ac.uk/](http://www.wiserd.ac.uk/)

2. **WISERDEducation** (directed by Power) has grown out of the earlier investment and expertise within WISERD. WISERDEducation started in July 2012 and is funded by HEFCW (935K) to put in place an infrastructure to improve the quantity and quality of educational research undertaken in Wales. This involves improving the functionality of existing datasets through data integration and better access; and the establishment of longitudinal studies of different age cohorts and institutions. These are based in areas covered by the three collaborative centres of initial teacher education and represent the socio-economic, cultural and geographic diversity of Welsh society. <http://www.wiserd.ac.uk/research/wiserd-education/>

3. The ESRC Centre on Skills, Knowledge and Organisational Performance (**SKOPE**) is based at the University of Oxford and Cardiff (£1.7M). The Centre focuses on the links between the acquisition and use of skills and knowledge and economic and organisational performance. Research conducted at Cardiff includes: critical analyses and empirical research on the knowledge economy and the financial crisis (Brown); elite graduates and employment (Brown & Power); the role of training in service sector jobs (Lloyd); and skills and low paid work (Felstead, Lloyd, Stroud). [www.cardiff.ac.uk/socsi/research/researchcentres/skope/index.html](http://www.cardiff.ac.uk/socsi/research/researchcentres/skope/index.html).

4. The Centre for the Development and Evaluation of Complex Interventions for Public Health Improvement (**DECIPHer**) is a UKCRC Public Health Research Centre of Excellence. It is funded by the British Heart Foundation, Cancer Research UK, Economic and Social Research, Medical Research Council, the Welsh Government and the Wellcome Trust (£3.5M). DECIPHer emerged out of an earlier centre (Cardiff Institute of Society and Health) and is led by Cardiff in strategic partnership with Bristol and Swansea Universities. DECIPHer's focus is on developing and evaluating multi-level interventions that will have an impact on the health and well-being of children and young people. It engages strongly with policy, practice and user communities to translate

research results into practical outcomes. Key examples of recent partnerships have included policy trials of the Primary Free School Breakfasts Initiative (Murphy) and school-based smoking prevention programmes (Holliday). [www.decipher.uk.net/](http://www.decipher.uk.net/)

5. The Cardiff Unit for Research and Evaluation in Medical and Dental Education (**CUREMeDE**) was established in 2009 in collaboration with the [School of Postgraduate Medical and Dental Education](#), which contributes core funding of £110K per annum. Headed by Bullock, the purpose of the Unit is to conduct multidisciplinary research and evaluation of the education and training of health professionals. Since 2009 it has attracted research awards in excess of £1.5M. Significant CUREMeDE projects include the EC-funded *Harmonization and Standardization of European Dental Schools' Programs of Continuing Professional Development for Graduate Dentists*. This project is led by Cardiff University (Bullock) and undertaken in collaboration with partners from National and Kapodistrian University of Athens, University of Helsinki. Academic Centre for Dentistry, Amsterdam, Association for Dental Education in Europe and Riga Stradiņš University. CUREMeDE also provides a focus for research on medical education and professionalism (Monrouxe). [www.cf.ac.uk/curemede/](http://www.cf.ac.uk/curemede/)

*Strategies for generating grant income:* The School's strategy for generating research income involves the parallel processes of providing incentives for Centres and individuals to apply for grants, while at the same time ensuring there is funding for an infrastructure to ensure sound administration of projects and pump-priming funds to support ECRs and new initiatives which may have longer term development needs.

This strategy operates through the selective reinvestment of research overheads. For example, Centres receive a minimum of 50% of indirect costs so they can build critical mass and sustain research teams. Since 2008, £982K has been returned to Centres for these purposes, with a year-on-year increase in investment. 12% of indirect costs are returned to the School's Research Committee to maintain a strategic fund to foster sustainability and spearhead new developments. During the REF period, £170K was dispersed by the Research Committee in this way. Individuals holding grants outwith research centres receive 8% of indirect costs to support their own research activities. During the assessment period, £63K was allocated in this way. In addition, the School's workload model recognises significant contributions to research (and research administration) including adjustments to teaching so that staff have adequate time to conduct research.

*Infrastructure and facilities:* The School and the University are committed to reinvesting research income to enhance infrastructure. At University level, overall expenditure on information resources in 2012/13 was £4M, following increases of 4% in each of the previous two years. Within the School, there has been significant investment in IT equipment and software (£215K). In terms of library-based resources, in 2013 the School spent £20K on books and £33K on education-focused journals. There has also been increasing investment in administrative support. Four staff are dedicated to supporting research students and research administration and two staff work on innovation and engagement activities. Expenditure on these staff during the assessment period has exceeded £800K. Research Centres and the postgraduate community also enjoy high quality accommodation. Each research student has their own workspace in a dedicated building.

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

The School recognises that staff can and should contribute to the wider field and is generous in enabling staff to take on leadership roles in learned associations, contribute to peer-review of grants and publications, and engage in editing journals.

*Multi-disciplinary research:* Multi-disciplinarity is at the very core of the School's mission and underpins the organisation and conduct of educational research at Cardiff. This has resulted in the development of new research agendas and the consolidation of a critical mass of expertise. This trend should be enhanced with the new College of Arts, Humanities & Social Sciences, which draws together 10 academic schools and the forthcoming Social Science Park (SSPARK).

*Networks and research collaborations:* As indicated above, all of our Research Centres engage in cross-disciplinary collaborations, with other universities, academic Schools at Cardiff and research-user organisations. WISERD and WISERDEducation operate across Welsh HEIs. SKOPE is based in Cardiff and Oxford; DECIPHer involves Bristol and Swansea Universities. The School also has well-developed networks with a range of private and third sector organisations, including the BBC, Field Studies Council, Nippon Foundation, NSPCC and the Sutton Trust.

*Academic dissemination:* During the assessment period, ten journals have been edited from the School. Of particular relevance to education are: *Teaching and Teacher Education* (Delamont, Fitz & Taylor), edited from the School between 2003-2010; *British Journal of Sociology of Education* (James, 2013-); *Qualitative Research* (Atkinson and Delamont, 2001-2014); *Sociology* (Coffey, Hall, Power and Robinson, 2008-2012); *Subjectivity* (Walkerdine 2008-); *Gender and Education* (Epstein, Renold & Iverson 2005-2013); *Contemporary Wales* (Chaney 2003). From 2014, *British Educational Research Journal* will be edited from Cardiff (Connolly, Girvan, Power & Taylor).

Education staff are involved in the editorial boards of key education journals. For example, three of the eight members of the Executive Board of the *British Journal of Sociology of Education* are from Cardiff University (Brown, Coffey, James). Cardiff staff serve on a total of 50 editorial boards, including journals from Brazil, France, Italy and Slovakia. Power is co-editor of the Routledge *Foundations and Futures in Education* book series.

*Collaborative arrangements for PGR training:* As mentioned earlier, in 2010 Cardiff University led the successful bid for the ESRC Wales DTC in collaboration with Aberystwyth, Bangor and Swansea Universities. The DTC provides students and supervisors with extensive networks of support ([www.walesdtdc.ac.uk](http://www.walesdtdc.ac.uk)). The DTC has also forged closer collaborations with key education stakeholders in Wales, including the Workers' Educational Association and the WJEC, which has led to the co-sponsorship of research students.

*Contribution to the education community:* The School plays a particularly prominent leadership role in research capacity-building in Wales and beyond through the DTC and WISERDEducation. Its members also make significant contributions to the peer review process. Almost half those working in educational research are members of the ESRC Peer Review college. Additionally, Taylor is a member of the ESRC Training and Skills Committee, and Power sits on the ESRC Future Research Leaders sift panel. G. Rees was a member of the ESRC Research Grants Board and subsequently, chairs the Grants Assessment Panel responsible for educational research; he has also been a member of the Panel for the Transformative Social Science Programme. T. Rees has served as Vice-Chair of the ESRC Strategic Research Board.

During the assessment period, Cardiff has always been represented on BERA's Executive Council. Current Council members include James and Power. From 2008, Power has chaired BERA's Academic Publications Committee and currently sits on EERA Council. James established and leads BERA's Postgraduate Forum. In addition to BERA, staff are well-represented in the learned societies, with significant numbers of members the British Sociological Association, the International Political Studies Association and the Association for the Study of Medical Education. Four members of education staff have been elected Academicians of the Academy of Social Sciences; and five as Fellows of the Learned Society of Wales.

#### *International engagement*

As well as making a strong contribution to Welsh and UK research, the School is engaged with the global research community. The School hosts the EC-funded Network of Experts on Social aspects of Education and Training (NESET), which is tasked with providing research evidence to improve equity in education across Europe. Its international reach is apparent in the large number of visits to its quadrilingual website ([www.nesetweb.eu](http://www.nesetweb.eu)) - over 6000 from 132 countries so far in 2013. Staff also contribute to the field through serving on a range of international research advisory panels. For example, Power has been a member of the ESRC Open Research Area Grants Panel and European Commission FP7 Collaborative Grants Panel. G. Rees was a member of the Expert Panel on Higher Education Research of the European Science Foundation. Cheung reviews for the Belgium Science Policy Office, Felstead is on the Expert Review Panel for Singapore and James is Chair of the Estonian Education Research Panel – their equivalent of the REF.

The School's evident commitment to supporting the field of educational research within the wider international social science community will ensure that the intellectual horizons of its staff are continually broadened. It will also ensure that it is well-placed to engage with the changing and challenging landscape of educational research, policy and practice over the coming years.