

<u>Institution: University of Oxford</u>
<u>Unit of Assessment: 23 – Education</u>
<p><u>Section 1. Unit context and structure, research and impact strategy</u></p> <p>A context for growth</p> <p>The University of Oxford's Department of Education celebrated its 100th anniversary in 2019. It has developed from a teacher education institution into a centre of excellence for research in education. The department has a long-standing record of influential research, including on teachers' professional practice. Our distinctive research profile now reaches from the early years, through schooling, higher education and into the labour market. Hallmarks of our research culture are collaboration and a social science entrepreneurialism. We maintain a focus on core research interests, whilst creating opportunities to forge connections with other relevant agendas to generate inter-disciplinary research programmes, funding and impact.</p> <p>Our view of research excellence incorporates impact and a variety of models of knowledge exchange. Our research strategy is to support innovative theory, methodology and practice with all of the resources at our disposal – financial, material, intellectual, and through our extensive local, national, and international networks. Our strategy is in keeping with HEFCE's characteristics of high-performing research units, in which we prioritise recruiting and retaining the best researchers, provide training and mentorship programmes to develop staff, have a distinct ethos of social and ethical values, leaders have earned 'accountable autonomy', our strategy is living and owned and our researchers are enabled and encouraged to initiate collaborations organically. Whilst our focus is education, our disciplinary boundaries are permeable due to the nature of our research questions and strengths. We value academic freedom and know that intellectual curiosity and research confidence are important ingredients to scholarship at the highest levels. We foster an environment that allows individuals and groups to pursue research excellence rather than driving a top-down strategy. There are no staff targets for income generation or publications. Our first question when any new endeavour is raised is whether it will further the research agenda being pursued and have significant impact on the research field, policy or practice.</p> <p>Our strategy has been informed by Furlong's work on the anatomy of the field of education; we maintain a recruitment strategy that is multi-disciplinary. It has also been influenced by Edward's work on relational expertise, which has driven our approach to knowledge exchange and working across disciplines. Current strengths are in anthropology, applied linguistics, economics, history, philosophy, psychology, social policy, statistics and sociology. This nexus has pushed our methodological practices, including mixed methods research and research synthesis techniques. Our overarching strategic aim, to continue to be world-leading in research and pedagogy, is underpinned by impact and knowledge exchange activities which maintain a close connection with policy and practice, including teaching. Our aims involve intellectual growth, which generates staffing and financial growth. Whilst recognising the problems with metrics, we were pleased to be recognised as number one in the UK for degrees in education and second in the world by the <i>Times Higher Education subject league tables</i> in 2020. We believe that our research-based approach to pedagogy has been key to attaining this ranking.</p> <p>Academic indicators of esteem include 13 academy fellowships, 15 leadership roles in learned societies, 12 prizes for books or outstanding papers, 6 prestigious awards (e.g. Hans Freudenthal Award 2017 – Nunes), editorial board roles for over 100 international journals and over 30 significant policy roles (e.g. Standing Specialist Adviser on Education to the UK House of Commons Select Committee - Baird: see Section 4). As will be seen throughout this statement, we seek to provide opportunities for research leadership at all levels within the Department and recognised research leaders in the field are required to contribute significantly to the research culture. According to SciVal, 27% of our journal publications are in the top 10%</p>

of the most cited publications in education worldwide; 13% are published in psychology journals, 7% in medical journals and 2% in computer science, evidencing our inter-disciplinarity.

The Department has an **inclusive** culture, with all staff and research students being members of our research themes, groups and centres. We gained an Athena Swan Bronze award and our action plan for inclusion goes beyond gendered issues, to incorporate race, LGBT+, physical and mental wellbeing. Our environment is highly collaborative, with many projects involving colleagues across themes, as well as across the University and externally. Research excellence is core to our strategic planning and operational practices, such as staffing strategy, recruitment procedures, staff development and career planning, succession planning, higher degree admissions and our teaching programmes. All of our academic staff are supported to be, and are, research active.

Oxford's collegiate structure gives rise to interaction across the disciplines in formal and informal spaces. The Department is a valued source of research expertise within the University and the Social Sciences Division (in which we are positioned), as well as within the Colleges in which our staff hold Fellowships. Collaborative grants have been fostered by this environment (such as the ESRC *Excluded Lives* project), research seminar series held across the University (e.g. the Global Centre for Higher Education's *Student Access to University* series), and our expertise is frequently sought on University and College policies, such as on admissions, widening participation, assessment and pedagogy. An example collaborative project with the University is the CPD programme for The Challenge Academy Trust, which supports schools that have a high proportion of disadvantaged students.

Developments since REF2014

Our Category A REF FTE has grown from 39.2 to 55.3 due to growth in external funding over the period, particularly through the success of our research centres. Our REF4b income was **£20.8million**; double the £9.3million in our REF2014 submission. Together with the absence of financial targets, this financial growth speaks to the vibrancy of our research culture.

Since REF2014, the research agendas of the three research centres established at that time have continued (SKOPE, OUCEA, Rees). We have also established the Deanery (as planned in REF2014), an ESRC-funded research centre has joined the Department (Centre for Global Higher Education) and a new Research Group has been introduced (English as a Medium of Instruction).

Since 2014, we have been awarded 102 grants (£34.2million; £11.1million to Oxford) with a focus upon educational disadvantage. Research on social justice and disadvantage remains integrated in department activities, rather than a separate research centre as envisaged in 2014.

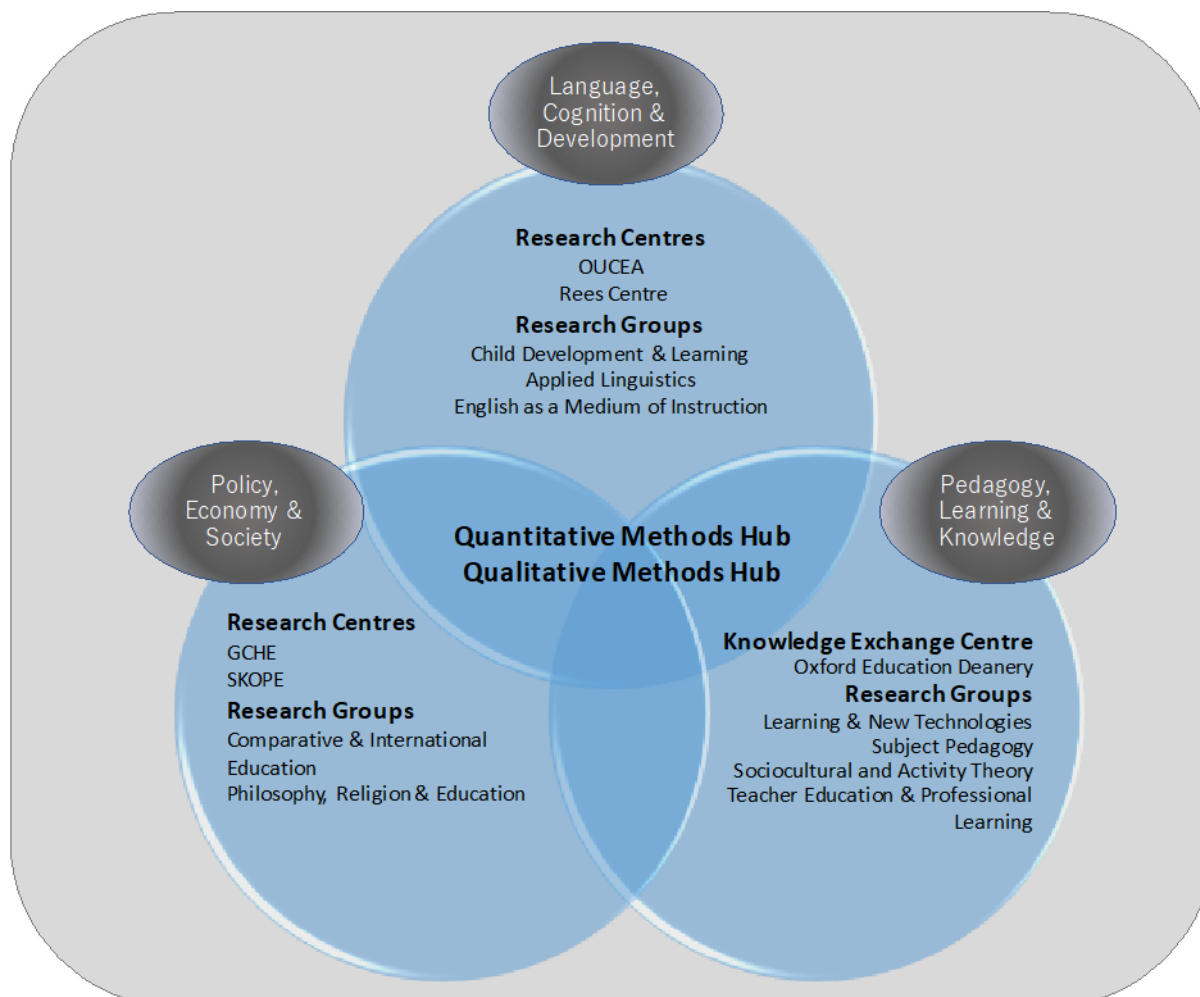
Structures to facilitate research excellence

Our research theme structure (Figure 1) has created valuable collegial spaces for peer feedback, stimulus for collaboration, consultative mechanisms for research strategy, fora for participative decision-making and capacity-building activities. Staff and students are initially allocated to themes based upon their research areas but are free to move and/or attend meetings and events of the other themes and their sub-groups. Staff and students are formal members of only one theme but are typically members of multiple research groups. Themes regularly set agendas involving department-wide activities such as training (e.g. journal editors advising on how to get published or a panel of research leaders explaining how they developed their careers) or events (e.g. writing groups or seminar programmes). Our methodological hubs also facilitate research excellence and collaboration.

Within each theme are Research Groups and Research Centres, in which the intellectual energy of the department thrives. Research Groups generate collaborative projects (such as the production of research outputs, research proposals and so on). There are formal requirements for the setting up of Research Centres. Each of the Research Centres began their project

lifecycle with substantial external funding and three of them have subsequently become sustainable on a project-funded basis, with the fourth having ESRC core funding currently (Global Centre for Higher Education). This is testament to the strength of the research in the Centres, which attracts competitive funding, including from the research councils.

Figure 1 Research structures



Methodological expertise across the department is brought together in two hubs – the **Quantitative Methods Hub** (led by Strand), and the **Qualitative Methods Hub** (led by Puttick and Elliott). The methodological hubs lead seminar series, workshops, promote networking and broker connections in support of research grant production or other research activities. Several methodology textbooks and instruments produced by departmental members are now bestsellers, highly cited and used (e.g. by Caro, Mills, Oancea, Sammons, Sylva) and the department contributes substantially to research methods provision via the Social Sciences Doctoral Training Partnership (directed by Mills 2014 – 2019 and previously by Lunt) with the Advanced Quantitative Methods summer school also nationally and internationally recognised. Mixed methods techniques are embraced across the two hubs, with strong contributions to this field being generated within the department (Sammons) and applied in our research. Malmberg's ESRC-funded seminar series, *Network on Intrapersonal Research in Education*, is one example of the way in which the hubs have furthered the pursuit of methodological agendas on advanced techniques in their own right.

Total grant figures are given below in this section (not figures to Oxford). Staff figures include all departmental staff (not only REF-eligible staff).

Language,
Cognition &
Development

Convened by Iram Siraj (139 staff and doctoral student members). This research theme focuses on the development of children and their social care, language, literacy and numeracy skills and the implementation and evaluation of educational interventions to develop these skills. Two research centres (OUCEA, Rees) and three research groups compose this

theme.

1. The Oxford University Centre for Educational Assessment (**OUCEA**), established in 2007, is directed by Therese Hopfenbeck. OUCEA has 5 members of staff and 12 doctoral students. Since 2014, OUCEA has gained £11.8million in external funding (£2million to Oxford). Recent projects have investigated teacher capacity building on assessment for learning in Tanzania and South Africa (PI Hopfenbeck - AFLA, £635,000, ESRC), the effects of modular examination structure on GCSE outcomes (PI Baird - £227,000, Ofqual), international large-scale assessments (PIs Hopfenbeck, McGrane - £1million, DfE), standard setting in national examinations and the philosophy of assessment (PI Baird - £436,000, AQA), classroom based practices and assessment (PIs Hopfenbeck, McGrane - £161,000 IB). OUCEA has been particularly influential upon national assessment policies in England, Scotland and Ireland (see *Improving the Quality of Educational Assessments* impact case study).
2. The **Rees Centre** established in 2012, is focused on the development and education of children and young people who are, or have been supported by children's social care services. It is directed by Lisa Holmes. The Rees Centre has grown rapidly, currently with 21 members of staff, 6 doctoral students and 41 grants since 2014, totalling £7.7million (£3.5million to Oxford). Senior researchers in this field have been attracted to the Centre to expand the research agenda to the cost basis for children's services (Feinstein, L. Holmes, Ward), adoption and subjective wellbeing (Selwyn) and care-experienced transition to higher education (Harrison). The research report on the educational progress of looked after children published in 2015 changed the policy narrative (see *Changing policy and practice on the Education of Children Looked After (CLA)* impact case study), revised the DfE national data collection in 2016 and led to major policy changes in service providers in England and Australia including children not changing schools when they change placement and changes to the composition of inspection teams and the focus of inspections.
3. **Child Development and Learning** Research Group (convenor: Iram Siraj - 39 staff and students). The Group focuses on how learning environments and child factors shape child development from birth to twelve years of age. Use of quantitative, qualitative and mixed-methods research techniques including longitudinal studies, RCTs and the design, implementation and evaluation of interventions characterise its research. Some examples of their research projects which have led to influential publications are:
 - Effective Pre-school, Primary and Secondary Education (EPPSE - various funders (subject of *Transforming Early Education Policy and Practice* impact case study), ECEC: PI Melhuish - £2.1million, EC; SEED – PI Melhuish - £884,000, DfE);
 - Inclusive Education and Social Support to Tackle Inequalities in Society (ISOTIS: PI Melhuish - £4.3million, EU);
 - Language learning (Talk-Together: PI Nag - £1.8million, ESRC; Nursery Language Intervention: PI Hulme - £601,000, Nuffield);
 - Development of quantitative reasoning (PI Nunes – 4 grants totalling £1.29million, EEF).
4. **Applied Linguistics Research Group** (convenor: Victoria Murphy - 34 staff and students). This Group focuses on understanding processes underpinning successful learning and effective teaching of second/foreign/additional languages. The Group is known internationally for its work on English as an Additional Language (EAL) and Modern Foreign Language (MFL) learning in primary and secondary schools, and for its work exploring input-driven learning mechanisms and the type of input that is most effective in input-limited contexts. Significant projects include:

- LiFT (PI Murphy - £741,000, Ferrero International) encompasses two main research projects: 1) EAL children's learning of vocabulary and 2) promoting parental engagement using digital technology to support children's language and communication skills in the early years;
- Language learning as expectation (PI Wonnacott - £320,000, Leverhulme) - investigates extent to which learning of grammatical structures may be understood in terms of discriminative learning.
- Foreign language education: Unlocking Reading (FLEUR), comparing explicit phonics against strategy instruction in MFL reading (PI Woore - £167,000, Nuffield).

5. **English Medium Instruction** (EMI Oxford) Research Group (convenor: Heath Rose - 20 staff and students). The Group explores the growth of EMI as an educational model in universities, secondary and primary schools. Research on the educational implications of learning content via a second language, is the focus of this Group. Macaro's monograph, *English Medium Instruction* (Oxford University Press, 2018), is the leading text in the research field of EMI. The group has led on numerous research projects in regions as diverse as Japan, India, South America, Italy and China and the Group's research has been supported by external funders including the British Council UK, British Council China and Oxford University Press.



Convened by Steve Strand (109 staff and student members)

This research theme explores the interface and interaction between education, wider society, the economy and the labour market. Major policy developments confronting education have received attention. Three research groups and two research centres sit within this theme.

1. The **Centre for Global Higher Education** (CGHE) is an ESRC-funded (£6million) international research centre funded from 2015-2023 that is focused upon higher education and its future development. It is composed of 21 staff and doctoral students at Oxford and researchers from ten partner universities: UCL, Bath, Lancaster, Surrey in UK and Hiroshima, Lingnan, Shanghai Jiao Tong, Virginia Tech and Dublin Institute of Technology. Its Director, Simon Marginson, joined the Department in 2018. CGHE's ten projects on local, national and global aspects of HE include the public good contribution of higher education research, graduate employment, student debt and its effects on graduate decision-making, digital delivery of courses and the formative effects of student learning.
2. **SKOPE** (Skills Knowledge and Organisational Performance) has been part of Oxford's Department of Education since 2008 and is directed by Susan James Relly. Since 2014, SKOPE has gained £3.2million in external funding. SKOPE has a core research team of six with 15 doctoral students and a network of over 100 Fellows and Associates. SKOPE has continued to work with governments and organisations on skills agendas, apprenticeships, improving training in the workplace, education policy in Further Education, world skills competitions and the impact of digital innovation on employment and skills. Significant projects include:
 - Exploring the impact of artificial intelligence on English Law (UKRI, £1.2million) – SKOPE investigated the impact of AI on the legal labour market, skill requirements and educational provision;
 - A three-year project on young people Not in Employment, Education or Training (NEET) across the four UK nations (PI Keep - £481,000, ESRC). The study substantiated arguments in favour of extending definitions of the NEET population to encompass people in their mid-to-late 20s.
3. **Comparative and International Education** Research Group (convenor: David Johnson - 29 staff and students). This group has interests in understanding systemic changes in education policy and practice, and how these changes influence individual opportunities and

shape the development of educational institutions around the world, with a focus on low- and middle-income countries. Research projects include:

- Human Flourishing in Uncertain Times (Templeton World Charities Foundation; USD234,000; PI – Johnson);
- Providing the programme leadership (£326,000; PI - Johnson) for the ESRC-DFID Programme on Raising Learning Outcomes in Education Systems, that coordinated the activities of 31 world-class projects, and constructed synergies of their scientific, conceptual and methodological contributions;
- Research into Systems of Education (RISE) programme (Co-PI for Nigeria Country Team Johnson - DFID, Gates, USD3million).

The particular strengths are in comparative work in Africa (Johnson – as evidenced in the *Improving national literacy levels in the Republic of Sudan* impact case study) and post-Soviet societies (Chankseliani).

4. **Philosophy, religion and education** Research Group (convened by Liam Gearon - 15 staff and students). This Group forges theoretical and empirical interconnections between the arts, humanities, philosophy and the social sciences through the common focus of education. Contributions of this research group have been made to matters such as the cultural value of research in the arts and humanities, the relationships between religion, security, intelligence and education and the intersection between epistemological and ethical domains in research in schools. Major projects have included the Oxford Argumentation in Religion and Science project (OARS; £354,000 PI – Erduran), funded by the Templeton World Charity Foundation. The OARS project addresses the structure and explanatory basis for arguments in religion and science, examining how they relate to the school curriculum and investigating how the teaching and learning of argumentation can be supported in science and religious education.



Convened by Diane Mayer (113 staff and doctoral student members) This research theme advances interdisciplinary research on learning, practice, development and equity. Explorations of the relationships between knowledge and pedagogic policy and practice as well as with how knowledge and pedagogy interact with the ways learning activities are designed have been explored. Four research groups and the Oxford Education Deanery sit within this theme.

1. The **Oxford Education Deanery**, directed by Trevor Mutton, is a home for research, impact and research-based knowledge exchange activities related to schooling and teachers' professional development. A research programme on Reforming Teacher Education has included projects and events seeking to build upon international research on developing quality teaching and teacher education. Research partnerships with schools have formed a central component of its operation, with 31 Research Champions being supported in the Department's network of 26 partner schools since 2014 to conduct research on topics identified as important to each school. Research focuses upon two main activities: 42 Action Research Fellowships (small-scale projects carried out by individual teachers with support from academic researchers within the Oxford Education Deanery) and Deanery Collaborations (research projects conducted by academic researchers working in collaboration with partner schools, shaped by schools' concerns and supported by their Research Champions). Significant international projects include teacher CPD programmes for the Bhutan Royal Academy and Dubai College. Ofsted in its most recent inspection (2019) recognised that, through the Deanery, the University's partnership with schools extended well beyond initial teacher education, writing that it "*has the potential to inform future developments across the sector.*"
2. **Learning and New Technologies** Research Group (convenor: Niall Winters - 26 staff and students). This Group brings together colleagues researching the uses and effects of technology in education and learning. Interests include the measurement and development of digital literacies, links between digital inequalities and academic success, the ethics of

technology's impact on marginalised communities, the capture and analysis of learners' online digital trace data, the design and evaluation of technology and systems effects in healthcare training in low and middle-income countries. This group collaborates extensively with:

- The medical sciences (e.g. on the Gates Foundation £2.3million project on virtual reality technology to improve newborn healthcare delivery in low and middle income countries);
- The Oxford Internet Institute (e.g. Google Inc £129,000 project on AI and lifelong learning);

and has led projects for a number of funders (including UKRI, Wellcome Trust, EC).

3. **Subject Pedagogy** Research Group (convenor: Gabriel Stylianides - 24 staff and students). This Group engages with the important commonalities and differences in subject pedagogy across the curriculum. Developing, understanding and evaluating the effectiveness of research-informed ways to promote powerful pedagogical practices in different subject areas and across levels of education forms a common interest of group members. Two books have been generated directly from the activities of the Group: *Classroom-based interventions across subject areas: research to understand what works in education* (Stylianides & Childs, 2018 - Routledge) and *Designing tasks in secondary education* (Thompson, 2015 - Routledge). Major projects include:
 - OECD TALIS Video Study 2018 (PI Ingram - £418,000; DfE);
 - Centre of Excellence in Modern Foreign Languages (Co-I Woore - £2.2million, DfE).
4. **Oxford Sociocultural and Activity Theory** Research Group (convenor: Ian Thompson - 23 staff and students). This Group contributes to current developments in the field of cultural-historical theory, is recognised as the UK centre of excellence in this area (attracting international visiting scholars) and informs the theoretical basis of other research groups in this theme. Key research areas with international impact have included the connections between Bernstein and Vygotsky (Daniels) and on relational concepts (Edwards). Significant projects include:
 - Building upon an inter-disciplinary network on the topic (criminology, education, law, psychiatry, psychology, social work), the 2019-2022 ESRC large grant on Excluded Lives (Co-PIs Daniels & Thompson - £2million) aims to investigate the political economies of exclusion and how more equitable outcomes can be achieved for pupils, their families and professionals.
 - The Design Matters project (PI Daniels - £423,000; AHRC) investigated post-occupancy experiences in five newly built schools, with a view to understanding the impact of design on students', teachers' and parents' engagement in the educational process.
5. **Teacher Education and Professional Learning** research group (convenor: Katharine Burn - 40 staff and students). This Group continues the strong tradition within the department on the structure of teacher education, international and historical comparisons of policy development, the capacity of teachers to adapt to changing school contexts, curricula and policy demands and evaluation of teacher education quality (as evidenced by the *Reforming Initial Teacher Education in Wales* impact case study). A large number of grants have supported the work of this Group (e.g. EEF ESRC, Oxford City Council, Teacher Development Agency, US Department of Education, Royal Society) in its production of influential research outputs on issues such as teacher education policy, teachers' knowledge of the effects of poverty on pupils and the Global Education Summit. Important projects in this research group include:
 - Project Calibrate on the teaching and assessment of science practicals (PI Erduran - £285,000; Wellcome Trust, Gatsby Foundation and Royal Society).
 - Learning progression through tricky topic teacher training (PIs Childs and Hillier - £50,000; ESRC).

Research strategy

Research excellence is our focus and our main strategic questions for proposed activities relate to whether they will further the research programme being pursued and have significant impact on the research field, policy or practice. Our strategy is set through departmental Strategy Days and agreed through our Research Strategy Group and ultimately the Departmental Board. Priorities for academic appointments and revisions to our research mentoring scheme are just some examples of the initiatives that have arisen from our Strategy Days.

Our environment is typified by intensified competition (within the HE sector and from non-HE providers) for scarcer resources nationally, an increasingly market-based approach from research providers, diminishing willingness to commit public resources to sustaining research-led teacher education, and various uncertainties at international level, not least in relation to the potential implications of Brexit for research funding and collaboration. The department is an important source of intelligence and commentary on these trends, for example by providing consultancy and advice on the current state and the future of education research to BERA, UCET, HEFCE, RSA and an inquiry into the future of education research by the British Academy and Royal Society (Burn, Harrison, Keep, Oancea, Mills, Marginson, Menter, Mutton, Robson, Sebba, Xu).

One strategic response to this environment has been to sustain leadership at senior levels, as the expertise needed to develop a community of researchers is significant. We have done this through appointments and supporting career progression. Research funding calls are now typically large-scale, with meta-level themes that require formation of research teams and significant intellectual leadership in formulating connections between research agendas that build a useful contribution to the challenges posed. Striking the right balance between agility in bringing together the critical mass required in response to external calls and coherence of the department's own intellectual agenda has been an important aspect of our strategy.

The department hosts over 150 academic events annually, including our Oxford Education Society Annual Lecture, our flagship public seminar series, seminar series for each of the research groups and centres, symposia, conferences and colloquia. The department's flagship public seminar series offers Monday evening seminars during term-time (22 per year) with international and national leaders in their fields, such as Marilyn Cochran-Smith, Art Graesser, Leonidas Kyriakides and Anna Vignoles. The seminars attract audiences from across the University and from non-University settings and are podcasted. Additionally, we have annual departmental research poster conferences, annual doctoral research conferences, and annual research half-days.

Strategic direction

We are committed to contributing new knowledge in the areas in which we have existing strengths and to impacting educational policy and practice. Our strategic aims are intentionally bottom-up, as research excellence is driven by researchers who are close to their fields. For the next five years they include:

- continually deepening our expertise in the field of teacher professional practice research;
- broadening our subject-specific focus to medical education;
- extending our work on inclusive education;
- augmenting our policy research;
- investing in extending even further our methodological expertise in quantitative methods, intervention designs, and in research synthesis techniques;
- seeking new ways to support our impact agendas.

These aims, which have been set through our Staff Meetings, Strategy Away Days, and Departmental Board, generate our personnel and financial strategies.

Impact strategy

We view policy makers and practitioners as active partners in the research process. Some policy makers and practitioners, for example, hold Fellowships in the Department, have been members of research advisory groups, or been research collaborators (e.g. the OUP-funded *Pathways to School Improvement* project). Our objective is the co-design and co-production of research activity with potential users including funders which engages them interactively in the research from the outset, maximising impact. Our **Norham Fellowships** form part of our knowledge exchange strategy and recognise the expertise that colleagues offer from practice. We have had 21 Norham Fellowships over the period, representing expertise in areas such as government policy (e.g. Meadows, Shostak), assessment practice (e.g. Gray, Pinot de Moira), publishing (e.g. Woolf) and teacher professional practice (e.g. Mulholland, Ogilvy-Stuart, Robb-Webb).

Following consultation through a staff survey in 2013, a set of strategic priorities for impact, engagement and knowledge exchange were identified, including: sustaining capacity for impact practice and a research culture that embeds creative impact activity and professional learning; nurturing long-term partnerships with users and beneficiaries of research; and ensuring continued capacity and infrastructure to support impact-related activity. A Knowledge Exchange and Impact Committee was created in 2014. The knowledge exchange and impact strategy is being refreshed by a new Chair of the Committee. This review will be completed in 2021.

We work with research users at all levels - with teachers on classroom practice, and with policy makers on some of the most challenging issues and dilemmas that the education system faces. Our submitted impact case studies showcase a range of impacts. All 5 case studies have had policy impact, and children feature as the ultimate beneficiaries in all cases. Impacts range from the local, and national (Baird, Sebba, Sammons and Furlong) to the international (Baird, Sebba, Sammons and Johnson), touching on the education of Children Looked After, teacher training, literacy assessment and examination mechanisms.

Additional examples of impact include:

- ESRC-funded *Excluded Lives* project, which seeks to better understand school exclusion – a topic that has gone from affecting a concerning minority to over 1.5billion children worldwide due to the pandemic (according to UNESCO figures).
- Strand and Murphy's work on English as an additional language, which was quoted extensively in a House of Commons debate and covered widely in the national media.
- Keep's advice to the Welsh Government on its national skills policy.
- Winters' work on mobile-based training interventions for healthcare workers in the Global South.
- Geniet's work on introducing young women from non-traditional educational backgrounds into website and app design (GoGirl), computer game design and coding.
- James Relly's work on improving vocational skills (WorldSkills).

Commitment to impact and knowledge exchange is also evident in the successful award of competitive grants that have been awarded to the Department over the period (Section 3). Although each of these grants has been small in size, they have supported valuable projects, including three knowledge exchange fellowships in our research centres. For example, they have helped to develop evidence-informed practice in children in care which led to the Handbook for Virtual School Heads (published by DfE) and extended the findings of the Design Matters project into school building planning and use.

Besides communicating our research outcomes via seminars, conferences, workshops, webinars (e.g. Hulmes' for *The Association for Child and Adolescent Mental Health*, which was their most watched webinar), and a wide range of academic, policy and practitioner publications (including *Emotional and Behavioural Difficulties*, *English in Education*, *Impact*, *Mathematics Teaching*, *School Science Review*, *Science Teacher Education*, *Teaching Geography*, *Teaching History*, *TES*, *THES* and *FE Week*); our staff exchange knowledge via expert and advisory

inputs, covering the Department for Education, Education Endowment Fund, the Education Select Committee, HEFCW, the National Audit Office, the Norwegian Agency for Quality in Higher Education, Ofqual, the OECD, Royal Irish Academy, the Scottish Government, the Standards and Testing Agency, and the Wellcome Trust.

A departmental **communications strategy** was agreed in 2015, aiming to raise and consolidate the profile and reputation of the department locally, nationally and internationally; to enable the promotion of departmental identity; and to enhance connections across the University, locally, nationally and internationally. The department's Annual Report is distributed widely and is a key means of communicating with the wider world. The departmental website has been redesigned to incorporate updated technologies in a fresher and more dynamic interface. A social media policy is in place and there is wide engagement of staff with social media. A full-time Communications Officer was appointed to support this important area of work. Two of the research centres (CGHE and Rees) also employ communications staff. A Social Sciences Division communications service is currently under development. Evidence of the impact of our communications strategy is in the increased level of collaboration within the University, nationally and internationally.

We lead knowledge exchange activities across the discipline. Sebba was a user member of the REF2014 education panel, Keep served as a member of HEFCE's Research and Knowledge Exchange Strategic Advisory Committee, Edwards and Sebba publish influential work on user engagement and coproduction of knowledge and Oancea publishes on research impact and cultural value. Burn is an Impact Assessor for the 2021 REF History Panel (UOA28) and Strand is a member of the UOA23 panel. Within Oxford, a cross-disciplinary seminar series on research impact was held and an online resource on knowledge exchange, impact and engagement in the social sciences was launched (Oancea and Goodman).

Research Integrity and Open Access

The Department's Research Ethics Committee comprises a panel of academics, led by Gearon. They ensure all research projects abide by the University's Academic Integrity in Research: Code of Practice and Procedure, and work with the Central University Research Ethics Committee (CUREC) on particularly complex projects. The Department offers training for researchers going through the ethics process, and researchers have access to the SSD's online research integrity course. Additionally, the Division hosts a thrice-termly discussion group engaging with live matters of practical ethics.

A commitment to open and responsible research is a core element of our research culture. Within the department, open access, research integrity and replicability are part of the training of all researchers, from PGR students' training through to dedicated staff development. The Department contributed to yearly Open Access Week events across the University, for example by convening, together with the Bodleian Libraries, a multi-disciplinary workshop on open research and responsible publishing (2018, Scutt, Oancea); convening, with JISC, a workshop in the department on responsible research (2019), aimed at ECRs, academic and professional staff and research management; and contributing to panels on implementing the San Francisco Declaration on Research Assessment (DORA) (2019, Oancea) and on learned societies and the transition to open access (2019, Mills).

Provision of advice and expert commentary over the REF period has included high-level meetings with the Minister for Science, Research England, and representatives of major publishers; as well as direct input to the drafting of principles for the responsible use of research metrics, coordinated by JISC on behalf of the UK Forum for Responsible Research Metrics (2019). Internationally, members of the department have contributed directly to shaping debate and policy for open research; for example, Oancea was a member of the European Commission working group on "Indicator Frameworks for Fostering Open Knowledge Practices in Science and Scholarship", which was set up to contribute to the European vision for open science (European Commission, 2016) and published its report and recommendations in 2019 (Indicator

frameworks for fostering open knowledge practices in science and scholarship - Publications Office of the EU (europa.eu)).

2. People

Staffing strategy

Excellence in research is a selection criterion for all academic posts and people are at the forefront of our departmental research strategy. Our appointments' strategy seeks to build on areas of current strength, complement existing skills and disciplinary perspectives, and to extend into new areas where there is a convincing intellectual agenda and rationale. An example of this would be the appointment of Marginson to the HE area, which has strengthened and consolidated our strengths in this domain.

An ongoing overarching strategic priority is support for the development of research careers, at all stages. Given the age demographic profile of education as a field, a strategic decision was made in the department to support early career researchers. Co-creating plans for research careers through mentoring and the performance review (PDR) processes has been important to both understanding the research interests and trajectories of colleagues and for extending horizons in terms of substantive and methodological connections. We carefully nurture the careers of individuals, taking into account their academic administration and leadership contributions.

Following a Strategy Day decision, a new workload model was developed by a staff group, introduced in 2016 and is updated on an annual basis. Its main purpose is to support all staff to have time for their research, whilst also aiming to address equity issues in workload across the department. More strategically, the workload model helps to identify areas where appointments are needed.

Counter to the casualisation of the workforce trends in HE, the departmental strategy has been to review contracts and make them permanent whenever feasible. Additionally, we have constructed a career pathway involving the creation of departmental lectureship positions such that individuals can progress from gaining a doctorate to Research Assistant (RA) positions, postdoctoral fellowships, departmental lectureships and onto Associate Professor posts. The Department's innovative creation of Teaching Excellence Research Fellowships (now Doctoral Teaching Fellowships) enabled teachers to make the transition into academia through gaining a doctorate, higher education teaching experience, working with colleagues on research grants and publishing (Dingwall, Molway, Todd, Woore).

Reflecting the age profile of the field, there have been a number of retirements since 2014: Daniels, Davies, Edwards, Firth, Furlong, Keep, Lunt, Macaro, Mayhew, McNicholl, Menter, Nunes, Philips, Ozga, Sylva, Walter and Watson. Replacements in the same research areas were Briggs, Chankseliani, Erduran, Hulme, Ingram, Puttick, Mathers, Mayer, Nag, Rose and Winters. Evangelou left to lead an educational institution in Greece and Ertl is now Director of Research at the German Federal Institute for Vocational Education and Training (BiBB) in Germany. Both appointments show the development of our mid-career researchers since 2014. They were replaced in similar research areas by Siraj and Marginson.

Oxford UOA23 (Table 1) is essentially commensurate with the Department of Education, with four members of education-focused research staff from other Departments included (C. Holmes a previous member of Department staff). One Professor from the Department was entered under the Unit for Social Work and Social Policy. The field of education is quantitatively female-dominated, but like many other fields has a higher number of males at senior levels. As indicated here and through our Athena Swan Bronze award, we have a number of strategies in place to ensure equality in terms of colleagues' research careers.

Table 1 Oxford UOA23 Staff (31 July 2020)

	Female (eligible FTE)	Male (eligible FTE)	Total (eligible FTE)
Professor	10 (7.4)	8 (7.4)	18 (14.8)
Associate Professor	8 (8.0)	9 (9.0)	17 (17.0)
Departmental Lecturer	9 (7.5)	4 (4.0)	13 (11.5)
Research Fellow	5 (1.8)	2 (2.0)	7 (3.8)
Research Officer/Assistant	25 (6.2)	8 (2.0)	33 (8.2)
Total	57 (30.9)	31 (24.4)	88 (55.3)

Staff development

The department has invested in a range of mechanisms to support high-quality research from its preparatory stages. Dedicated research weeks have been used to carve out sustained periods of time during which academic staff concentrated on research only and writing groups have been set up within research groups and themes. Research and associated outreach is also supported through the judicious use of sabbatical leave. For every six terms' service, staff are entitled to apply for one term's sabbatical leave (as per University guidance). We consider applications for sabbaticals in terms of the quality of the research plan and equity issues in relation to the pattern of sabbaticals across staffing groups. Guidance and sign-off procedures have been revised in this period to render the sabbatical process even more equitable. Individuals are encouraged to plan for their sabbatical leave as part of the PDR and mentoring processes and produce a report on their activities for the Research Strategy Group on completion. In this period, 26 academics have benefited from sabbatical leave (totalling 41 terms), enabling colleagues to submit 86 journal articles, complete 7 books and submit 23 grant proposals. These numbers, while important, do not capture the diversity of impact focused activities that these academics engaged in from presentations and talks at universities, to opinion pieces and commentaries in the media.

Internal peer grant proposal review mechanisms have been consolidated, with guidance offered by peer reviewers and light-touch paperwork. The external grant application process has been streamlined with the help of the Research Facilitator, who supports grant preparation. A flowchart of the grant application process has been developed and circulated; regular intelligence is provided by the Research Facilitator and the annual research half-day and compilation of the Annual Report provide opportunities to review grant activity across the Department. PDR and mentoring arrangements have been reviewed and re-invigorated, such that the range of areas that colleagues wish to develop is taken into account when mutually-agreed mentoring relationships are established.

Evidencing our supportive environment is the number of promotions since 2014 to a personal chair (Eynon, Hopfenbeck, V. Murphy, Oancea, Malmberg, Stylianides, Winters) or Associate Professor title (Briggs, Fancourt, Harrison, James Relly, McGrane, Woore). Additionally, eight appointments to Departmental Lecturer have been made (Cullinane, Dingwall, Lindorff, Molway, E. Murphy, Robson, Todd, Woore), some of whom were/are doctoral students in the department (Dingwall, Lindorff, Molway, E. Murphy, Robson, Todd) or Research Officer (Cullinane). Two Teacher Education Research Fellows (Todd, Woore) were promoted to departmental lectureships on completion of their doctorates and one of these (Woore) has since been promoted to Associate Professor.

Early Career Staff Support

The Research Staff Forum enables the participation of research staff on fixed-term contracts in the setting of the research strategy of the department, while offering peer support and

opportunities for developmental reviews involving senior members of academic staff. The Chair of the Research Staff Forum is a member of the Research Strategy Group and the Departmental Board. Academic leadership for the implementation of the University's Code of Practice for the employment and career development of research staff is currently provided by the Director and Deputy Director of Research, together with the Chair of the Research Staff Forum and the Head of Administration and Finance.

Training events are held regularly in the department on matters such as applying for research grants, writing for academic publications, research with impact, developing a research career, open access and project management. The Social Sciences Division has a full programme of workshops, especially but not solely, designed to support early career researchers on matters such as applying for specific funding streams, academic communication, research ethics, conducting fieldwork, career development, media training, public engagement, impact and knowledge exchange and entrepreneurship and innovation. The University (Centre for Teaching and Learning, IT services) also offers a range of training and development courses, including networking opportunities for researchers, careers guidance, academic leadership courses and the Springboard Programme, which have been taken up within the department. Staff are able to attend any of the courses provided for students and uptake of this facility is a regular occurrence, especially for advanced methods courses, which are often offered by the department across the Social Sciences Division through the Doctoral Training Partnership. Training opportunities are advertised online and are sent to staff by email on a regular basis. Academic leadership sessions have been particularly transformative for confidence-building among early career researchers. Discussions regarding training are part of the PDR process and staff often approach the department to discuss training needs as they arise. We do not have consolidated training figures, but from the figures we do have, there have been hundreds of occurrences of staff attending training within the department and wider University. Figures on staff attendance at national and international training events and workshops are not monitored, but are also strongly encouraged and supported. Staff have also delivered workshops at national and international conferences (Caro, Erduran, Geniets, Guilfoyle, Kahn, Harrison, Hillier, Holmes, Hopfenbeck, Ingram, Ioannidou, Oancea, Robinson, Sebba, Selwyn, Skilling, Siraj, Strand, Todd, Winters).

The result of these approaches is a group (representing approximately 80% of the academic staff) of early- and mid-career colleagues whose creativity, dynamism and leadership abilities are long-term resources for the department and for the field more broadly.

Research students

Since 2014, a number of indicators demonstrate the excellent profile of our research student admissions, success rates and destinations. We currently have 104 registered doctoral students (no professional doctoral student programme) and 130.5 (FTE) students have completed their doctorate successfully in the period (Table 2). The department was the first in the Social Sciences Division to accept part-time DPhil students and currently we have 12. Student number caps across the University prevent growth in student numbers. We seek to recruit doctoral students with outstanding proposals whose work fits with the research agendas of current staff, to bring about research excellence.

Table 2 Number of doctorates awarded

2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	Total
16	18	19	15	19	26.5	17	130.5

Over the period, our students gained 62 competitive scholarships. The number of fully-funded students between years 2014 to 2019 was 47 (29 ESRC-funded, 12 Clarendon, 3 Rhodes Scholars, and 3 Swire Scholarships) and many students have partial funding from a range of sources such as their own government schemes. Evidence of the increased quality of doctoral

researchers' work is in the form of prizes from learned societies: AEA-Europe, AERA, BERA, CIES SIG, Emerald/HETL, IAEA.

Students are encouraged and supported to publish their own research as well as publishing in collaboration with academics in the department during their doctorate. A protocol for staff-student collaborative publications has been implemented during the period. Currently registered doctoral students for whom we have data published over 120 outputs: books (3), edited books (1), journal articles (48), book chapters (34) and reports (33). Additionally, to support students' careers, an Integrated Thesis doctorate route has been launched, which will allow students to gain a doctorate by including work that has been written for publication. No professional doctorate route is available.

Students run an annual conference (STORIES), which attracts around 30 doctoral student presenters and 50-60 attendees from the Department and other UK and international universities. The Department offers a regular series of career development seminars and workshops for doctoral students, coordinated by the Student Liaison Coordinator (SLC). They take place every week during term time, a total of 24 workshops per year. Each workshop is one hour long and topics vary but tend to deal with research issues (e.g. fieldwork) and career-planning (e.g. CV preparation). In the past three years, 107 students have taken up a course offered by the University's Careers Service.

Equality and diversity

Structural inequalities and social justice issues permeate the department's research and its strategic thinking. One of our strategic objectives is 'To maintain an intellectually rich work culture that is inclusive and equitable.' The diversity of our academic staff and research students is testament to our close regard to legislation and University policy with respect to admissions, appointments, the working environment and career advancement. As far as possible, we monitor equality and diversity issues in formal and informal ways, as the lived realities of equality and diversity issues are just as important as quantitative data.

In 2020, we gained an Athena SWAN Bronze Award and through this process identified areas of success and a detailed action plan for the next four years. We have established a permanent Inclusion Committee which offers guidance to our Departmental Board and monitors and implements our strategy to provide an inclusive and equitable environment for all staff and students. As part of this work we are undergoing curricula reviews, we have reviewed and improved our induction, PDR, mentoring and promotion processes, improved our process for monitoring admissions and completion rates for students, taken part in the University's nursery scheme, supported staff to train for and join the University's LGBT+ Allies Network, promoted inclusion via our website and in all course handbook materials and have worked on developing an agenda of events throughout the department that reinforces a culture of inclusion from different perspectives (e.g. gender equality, LGBTQ+, race, physical and mental wellbeing). We demonstrate leadership in this area across the University through our contribution to relevant research on matters such as University access and Professor Murphy chaired the Social Sciences Division's Equality and Diversity Steering Group, also being a member of the University's Equality and Diversity Committee.

One example of our thinking in this area is our estates policy. The Department's Victorian buildings had significant access problems and can be isolating for staff, affecting their wellbeing and the inclusive culture. To counteract this, the University agreed to invest a budget of £410,000 and we created a new social learning space with a café (*Pring's*), thereby increasing communication and circulation between staff, students and visitors. Better access to the department has been constructed, including improved mobility impaired access to key areas, lighting and signage have been improved, guide dog facilities were created, lectures have been digitised, hearing loops and/or sign language translators have been provided and academic support workers have been employed. Our offices and public spaces were refurbished. Mental health issues continue to be identified by line managers and supervisors addressed in a range of ways, including counselling, occupational health appointments and plans. These initiatives led

to creative, bespoke solutions for staff and students such as working remotely or part-time, compressed hours and other flexible working arrangements.

In response to the pandemic, the Department carefully considered the needs of all students and staff. Regular on-line, open meetings were held with different groups, a weekly newsletter was established, emails were invited and surveys were conducted to ensure that views could be expressed through different media. Our risk management planning balanced the health needs of all, including mental health needs. In doing so, we were able to provide a Covid-secure environment that suited our teaching needs in line with Government guidance. We provided those most in need with access to their offices at times whenever possible. Staff workload, furlough and requirements for working at home have been actively tackled through the line management structure, with a particular focus upon equality and mental health. More broadly, the University introduced on-campus testing sites for students and staff, materials to support the construction of online teaching (underpinned by support from our Department), personnel policies to support staff (such as reducing workload expectations and furlough uptake), mental health and wellbeing support (including online meditation and exercise classes) and frequently updated Health and Safety guidance and communications.

The University has several initiatives to improve equality and diversity. Specifically aimed toward women are two career progression schemes: Oxford Senior Women's Mentoring Network (mentoring intended to encourage women to explore their leadership potential within academic life, or within an administrative career); and the Academic Leadership Development Programme (ALDP: an introduction to academic leadership, offering staff an insight into the possible development of their careers, and underpinning succession planning in departments and faculties and in the Divisions). Since 2014 three (all female) academic staff members have attended the ALDP.

The University offers one of the most generous family leave packages in the sector; we make efforts to reduce workload on return to work and staff are encouraged to make use of flexible or compressed hours working arrangements. Part-time options are discussed with staff and plans are made for sabbaticals following parental leave. Staff have successfully made applications to the University's Returning Carers' Fund, which has supported their research by providing conference attendance support, RA funding, equipment etc. Staff have regularly taken parental leave since 2014, including shared parental leave and adoption leave. All but two of the academic staff who took parental leave have returned to work in the department. The department budgets for parental leave and pays for staff cover, as necessary, alleviating the pressure on Principal Investigators' budgets. One member of staff commented,

The environment of the department has meant that I have had no concerns about taking two periods of maternity leave; the University Returning Carers' Fund also provided me with a grant to springboard my return to research following my maternity leave, particularly into the English Education community, which has enabled the completion of my book ... published at the end of 2020.

Academics employed in the period come from a wide range of countries of origin: Australia, Belgium, Brazil, China, Finland, Georgia, Germany, Greece, Ireland, India, Israel, Lebanon, Malaysia, Norway, Pakistan, Peru, Romania, Russia, Turkey, UK and the US.

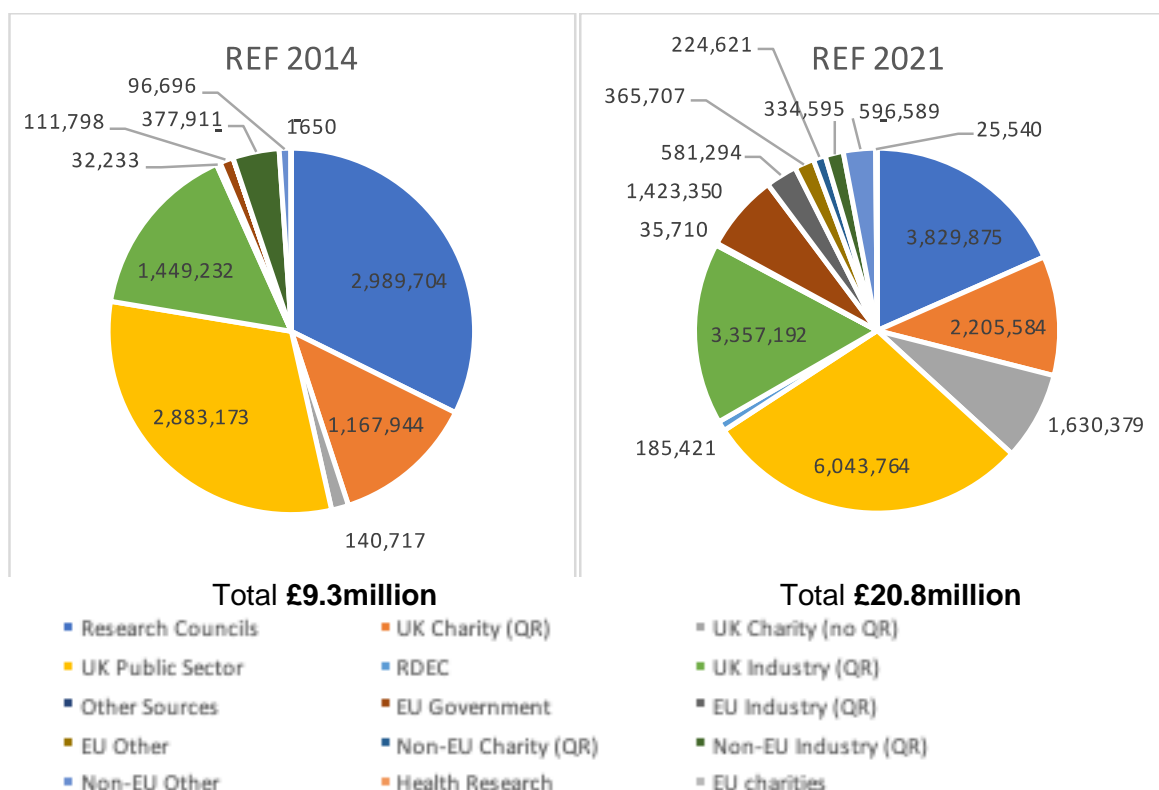
57 of our submitted outputs have female and 58 have male authors and 22 have both. While our impact case studies were led by senior members of the Department, importantly most include the research and impact of more junior colleagues. Three of the five impact cases were led by female Professors (Baird, Sebba, Siraj) and two are led by authors from ethnic minorities (Johnson, Siraj).

3. Income, infrastructure and facilities

External funding

Since 2014, the department has continued to diversify its sources of funding and ways of working with funders (Figure 2), including more collaboration, knowledge exchange and funding-in-kind through provision of staff, services or equipment. Our total **externally awarded research funding was £66.3million** over the period (**£20.8million to Oxford**). The department has won 162 competitively-awarded grants in the period, 104 led by department colleagues. Our competitive grant success rate of 48% (338 proposals) also demonstrates the effectiveness of our research strategy.

Figure 2 Income comparison across REF periods (REF-able income only)



Another measure of success is that the department has proven to be very attractive to postdoctoral researchers and has attracted postdoctoral funding for 10 individuals from a range of funders:

- ESRC Post-Doctoral Fellowships – Awal, Xu;
- AQA Fellowship – McGrane;
- British Academy Post-Doctoral Fellowship – Tholen;
- Leverhulme Post-Doctoral Fellowship – Collins;
- ESRC GCRF Post-Doctoral Fellowship – El Masri;
- EC Marie Curie fellowship – Mertova;
- OECD Thomas J. Alexander Fellowship – Caro;
- Royal Society and Ogden Trust Education Research Fellowship – Hillier;
- Haruv Institute - Melkman.

Internal funding

Additional funding, internal to the University, from a range of schemes, has been important for piloting and building research agendas, in advance of external grant applications (Table 3). The

Social Sciences Division successfully bid for a total pot of £2.5million to Research England's Higher Education Innovation Fund, which supported a Business Engagement team, a Senior Research Impact Facilitator, two Policy Engagement Officers and IAA and KE competitive grant schemes. The John Fell Fund is funded by OUP and is run in competition across Social Sciences Division. The Department has an 80% success rate with this scheme, one of the highest in the Division.

The Small Grants and Conferences Committee in the Department offers support for participation in conferences, with priority given to early career researchers (178 awards) and small start-up grants (34). A Doctoral Training Fund was introduced in 2016 to offer financial support for fees to the small number of staff studying for a doctorate (4 under this scheme). This strategy has been particularly beneficial in supporting teachers in their transition to a research career.

Table 3 Internal research funding

	Projects	Total funding
Africa-Oxford	3	57,940
BEP Seed Fund	1	26,000
ESRC IAA	10	209,021
HEIF	8	173,528
Higher Studies Fund	1	30,000
Humanities Division	1	41,858
India-Oxford	1	1,492
IT Innovation Fund	1	90,746
John Fell Fund	27	678,763
OPEN Fellowship	1	24,975
Oxford Martin School	1	5,076
Research England	3	123,298
Returning Carers' Fund	1	4,781
Small Grants (department-funded)	34	107,037
TORCH	4	32,125
Vice Chancellor Funds	5	72,035
WAPF	1	50,000
Wellcome Trust	2	105,002
Grand Total	71	1,833,677

Donor, industry and consultancy funding

The Department has received a number of generous philanthropic donations in this REF period (excluded from REF4b), most notably support for the first Endowed Chair in the department – the Professor of Education and Children's Social Care (Feinstein). Additionally, the Alex Timpson Attachment and Trauma Awareness in Schools Programme and the Hadley Research Programme are funded philanthropically. Research support has also come from industry research commissioners, including AQA, Core Assets and OUP. In total, donor and industry funding has amounted to over £6.5million. Since 2014, 65 Department academics have engaged with 106 local, national and international consultancy projects with a total income of £1.4million, which gives an indication of the volume of paid activities, though there are of course a large number of unpaid exchanges and contributions. Although none of these sources of funding are included in the REF exercise, they add to the research environment.

Investment in infrastructure

Since 2014, we have invested in the administration of our research, by augmenting the full-time Research Facilitator role with a Research Finance Officer and an Administrative Assistant (.5FTE). A Communications Officer was appointed to improve the impact of the research. Each Research Centre has an administrator and the Rees Centre and GCHE also employ Communications Officers.

Our academics benefit from the Bodleian Education Library, a subject-focused collection of c.35,000 items, located at the Department (annual book budget £80,000). 4.75 FTE library staff offer assistance from the central help desk which also serves as the Department's reception. We have access to the wider Bodleian Libraries – the largest library system in Europe, which includes use of other libraries' spaces and print collections (including 11 million in offsite storage), and also an online library including over a billion articles, 1.4 million e-books, 118,000 e-journals and 1,500 databases.

Library staff work with tutors to create online reading lists for courses, digitising chapters under the terms of the University's copyright licence and providing direct links to online items. Librarians teach students on every course, welcoming them to the libraries and sharing advice on more advanced literature searching, reference management and avoiding plagiarism. Further, our senior librarian (Scutt) contributes her expertise directly to research projects, such as *Education Research Findings- understanding the landscape* (PI- Oancea, £39,000, British Academy).

4. Collaboration and contribution to the research base, economy and society

Contribution to the economy and society

Departmental research influences policy and practice in education and related sectors, through collaborative work and knowledge exchange, partnerships, dissemination and engagement, and through key appointments. Much of our impact is not captured by the impact cases. Examples of impact in this category include Hulme's research on phonics, and Marginson's work on the worldwide trend to high participation in tertiary education (used by OECD) and on the education export sector in UK (leading to an influential report by the parliament-based Higher Education Commission, which in turn helped to trigger a new post-study work visa for international student graduates). The Department's first spin-off, *OxEd and Assessment Ltd.*, was founded in 2019. Department academics have played a significant part in policy circles nationally and internationally by taking on key roles in government, NGOs, charities and in industry, including:

- Baird – Standing Specialist Adviser on Education for the UK Parliamentary Education Select Committee, Ofqual's Standards Advisory Group, AQA Research Committee Chair, SQA Qualifications Committee, Welsh Government Curriculum and Assessment Expert Group;
- Erduran – OECD Expert Group for PISA 2024 Science framework
- Feinstein – Commissioner at Social Metrics Commission, NSPCC Research Advisory Group, DfE Data Improvement across Government
- Holmes – ONS and DfE Data Sharing Approval Panel Data User Advisory Group, DfE extended Star Chamber Scrutiny Panel
- Hopfenbeck – OECD Expert Group for PISA questionnaire 2014-2023, Ofqual's Research Advisory Group;
- Ingram – OECD Mathematics Expert Group for PISA 2021;
- Keep – Ofqual's Vocational Advisory Group, Scottish Funding Council Board, Quality and Qualifications Committee – Ireland, Student Opportunity and Achievement Committee – Wales;
- Sylva – Specialist Adviser to the House of Lords Enquiry into 'Affordable Childcare';
- Sebba – Research Strategy Group Member for the NSPCC;
- Strand – DfE Steering Group for the National Pupil Database, Specialist Adviser to the House of Commons Education Select Committee Enquiry in the underachievement of white working class children, DfE Expert Advisory Group for the Second Longitudinal Study of Young People in England.

Learned societies play a crucial part in the shaping and functioning of the social sciences. Our staff have been awarded **academy fellowships** by:

- Academy of Social Sciences - Baird, Edwards, Furlong, Hulme, Lunt, Marginson, Melhuish, Menter, Ozga, Sebba;
- British Academy: Feinstein, Hulme, Lunt, Ozga, Sylva;
- Learned Society of Wales – Edwards.

Additionally, our academic staff have consistently held leadership roles in learned societies nationally and internationally (over 80), including acting as:

President	Association for Educational Assessment-Europe	Baird
	Australian College of Educators	Mayer
	BERA	Menter
	European Science Education Research Association	Erduran
	NALDIC (National subject Association for English as an Additional Language)	Murphy
Vice-President	Association for Educational Assessment-Europe	Hopfenbeck
	Historical Association	Burn
	International Union of Psychological Science	Lunt
Council/Board Member/Trustee	Academy of Social Sciences	Marginson
	British Educational Research Association, European Educational Research Association	Oancea
	National Network for the Education of Care Leavers	Harrison
	Society for Research into Higher Education	Harrison
	Universities' Council for the Education of Teachers	Mutton
	What Works Centre for Social Care	Feinstein
SIG Convener	European Association for Research on Learning and Instruction	Sammons
Treasurer	Society for Educational Studies	Gearon
Secretary	Irish Association of Applied Linguistics	Rose
	Philosophy of Education Society of Great Britain	Oancea

In social science, our research is, in itself, a contribution to public thought leadership. Since 2014, Departmental research attracted book **prizes** and recognition for landmark¹ and outstanding papers (Elliott, Furlong, Gearon, Harrison, Ingram, Keep, Melhuish, Oancea, Strand, Sammons, Sylva). Our staff have been honoured with the following prestigious **awards** in this period:

- Hans Freundenthal Award 2107 (Nunes),
- William T Davis Award 2018 (Sammons),
- Distinguished Scientific Contributions Award 2018 (Hulme),
- BERA John Nisbet Fellowships 2014, 2020 (Sylva, Menter).

Contributions to society have been recognised in the Queen's Honours. Professor Judy Sebba was awarded an OBE for services to Higher Education and disadvantaged youth (2018). Her work has influenced government policy on special educational needs, assessment and children in care. Professor John Furlong was awarded an OBE for services to research in education and government (2017). His work has influenced the structure and future of the teaching profession, particularly in Wales. Professor Edward Melhuish was awarded an OBE for services to social science (2016). His research has influenced the 1989 and 2009 Children's Acts, the 2006 Childcare Bill and the government's decision in 2013 to give free part-time education to all of the 40% most disadvantaged children in the country from the age of two.

Contribution to Journal Editorship

Since REF2104, academics in the Department have been the Lead Editor or Co-Editor of 22 academic journals (Figure 3), with the Lead Editorship of 10 journals currently. We are either

¹ <https://www.bera.ac.uk/project/40at40>

on the Editorial Board of or have acted as Guest Editor for over 100 national and international journals during the period, including *Applied Psycholinguistics*, *British Educational Journal*, *Child Development*, *Journal of Child Language*, *Journal of Child Psychology and Psychiatry*, *Journal of Educational Change*, *Residential Treatment for Children and Youth* and *School Effectiveness and School Improvement*. Colleagues also contribute to the field by conducting voluminous reviews for journals. Strand received a Publons Peer Review Award 2018, rating him as the 5th highest ranked reviewer for education in the world.

Figure 3 Lead Editorships in the period (*current)



Our collaborations

Our collaborations within the University include the following departments: English, Law, Languages, Medicine, Oxford Internet Institute, Oxford University Press, Social policy and Intervention, Psychiatry, Experimental Psychology and the Blavatnik School of Government. Our external networks with users and beneficiaries include our work with local schools, the Oxfordshire Local Authority, the Virtual Schools Network, OECD, examination boards internationally, the Royal Society, the History Society and other subject associations. Our extensive academic networks have been built through our contributions to learned societies and international journal editing as well as through our projects and they are leveraged to produce research excellence and to foster opportunities for early career researchers. 25 Special Issues were Guest Edited during the period, with 63% of the authors coming from outside the UK. 16% of our externally funded projects involved international collaborations. Our publications demonstrate the range of our collaborations with other academic institutions (Figure 4).

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In recognition of the outstanding nature of external colleagues' work and of our collaborations with them, the Department has Visiting Professorships, Honorary Research Fellowships, Norham Fellows and Research Associates of the Research Centres. Emeritus Professors continue to contribute to the intellectual environment of the Department, including through contributing to our research environment by collaborating on research projects, outputs, giving seminars, supporting research students (Edwards, Furlong, Keep, Lunt, Macaro, Menter, Mayhew, Nunes, Ozga, Phillips, Pring, Sylva, Walford, Watson).

- Professor **David Andrich** (2010 - 2018) is Chapple Professor at the University of Western Australia. His research on psychometrics is world-renowned and he was recently named as the top researcher in education by *The Australian* and one of the top 30 researchers in the social sciences in Australia on the basis of the citations of his work over the past five years.
- Professor **Jenny Gore** (2018 -) is Laureate Professor of Education at the University of Newcastle, Australia. She was the first female to be given the title of Laureate Professor at the institution. Her work includes randomised control trials of teaching rounds. She was one of only 12 scholars to be selected as a Fellow of the American Educational

Research Association in 2020 and was the only academic from outside the US to be given the award.

- Professor **Nancy Perry** (2020 -) holds the Dorothy Lam Chair in Special Education and Professor of Educational and Counselling Psychology and Special Education at the University of British Columbia. Professor Perry's work on self-regulation in schools is internationally recognised. She has been President of the Canadian Association for Educational Psychology and the Educational Psychology Division of the American Psychological Association.

Since REF2014, we have had 72 **Honorary Research Fellowships**, including a large number of distinguished colleagues such as Professor Marilyn Fleer (children's play and development, Monash University), Professor Art Graesser (language and AI, University of Memphis), Professor Mariane Hedegaard (developmental psychology, University of Copenhagen) and Professor David Kaplan (quantitative methods, University of Wisconsin-Madison).

Since 2014, five academics have been recognised by other universities for their scholarship with **Honorary Doctorates** (Baird – Bergen; Hulme – Oslo; Oancea – West University Timisoara; Sebba – Sussex; Sylva – Gothenburg).

Visiting research positions have been held by us in countries across the world (Baird – Bergen and Queen's, Belfast; Daniels – Brisbane, Osaka, Moscow and Singapore; Edwards - Oslo; Ertl - Nanjing; Gearon – Newcastle, Australia and Helsinki; Hulme – Australian Catholic University and Oslo; Johnson – Harvard; Hopfenbeck – Bergen; James Relly - Johannesburg; Macaro - Hidalgo, Mexico; Marginson - National Research University Higher School of Economics, Moscow; Mathers – University College of Northern Denmark, Plymouth; Melhuish – Wollongong; Nunes - Porto Allegre, Brazil; Siraj – Stavanger, UCL, Wollongong; Sammons - Cyprus and Hong Kong; Winters – Paris School of International Affairs).

Programme of Visiting Researchers

Due to the extensive reach of our research partnerships, the Department offers an exciting space for researchers and students alike to connect with a wide range of contexts, methods, theoretical positions and research priorities. In addition to the short-term visits, we have a programme of Visiting Researchers whose time in the Department extends for more than a week and is usually for a term. Since REF2014, we have had 61 academic visits of this kind, representing research connections with colleagues from 31 countries. These arrangements have led to research events, grants (e.g. Xavier Dumay ERC collaboration with Burn), books (e.g. Maria Tatto with Burn, Mutton and Thompson), journal articles (e.g. Andrew Martin with Malmberg) and journal Special Issue proposals (e.g. Christian Ydesen with Daniels).

Public engagement

Regular public engagements across the range of our research activities have been featured in print, radio and TV media, including:

- Writing directly for print media through regular columns (e.g. Keep, *FE News*, 2020; Marginson, *Times Higher Education*, 2020) or individual articles (e.g. Baird, *TES*, 2020).
- Sylva's 2018 interview on BBC Radio 4' *Women's Hour* on research findings on the closure of Children's Centres (also covered in *Guardian*, *The Independent*).
- Strand's research on equity gaps in educational outcomes (*Guardian*, 2015, 2014; *The Independent*, 2015; *Daily Telegraph*, 2014).
- Sebba's research on children's care and education (*Guardian*, 2017; *Times*, 2015).
- Melhuish's research showing the benefits of early years' education (*Daily Telegraph*, 2017, 2014; *Irish Times*, 2015; *Observer*, 2015).
- Siraj's research on the quality of early years' provision (*Herald*, 2019; *Western Mail*, 2017).
- Research on teacher education by Burn, Furlong and Mutton (*Irish Times*, 2019; *Western Mail*, 2015 - 2019; *Oxford Mail*, 2014).

During the pandemic, the Department was involved in several public engagement activities, including producing home-schooling resources for parents, documenting the likely effects of Covid-19 on school exclusions (*Observer*) and public discourse around the exam results in Scotland and England (BBC News, BBC Radio 4's *The World at One*, Time's Radio, *School's Week*).