

Institution: Cardiff University

Unit of Assessment 23: Education

1. Unit context and structure, research and impact strategy

1.1 CONTEXT AND STRUCTURE

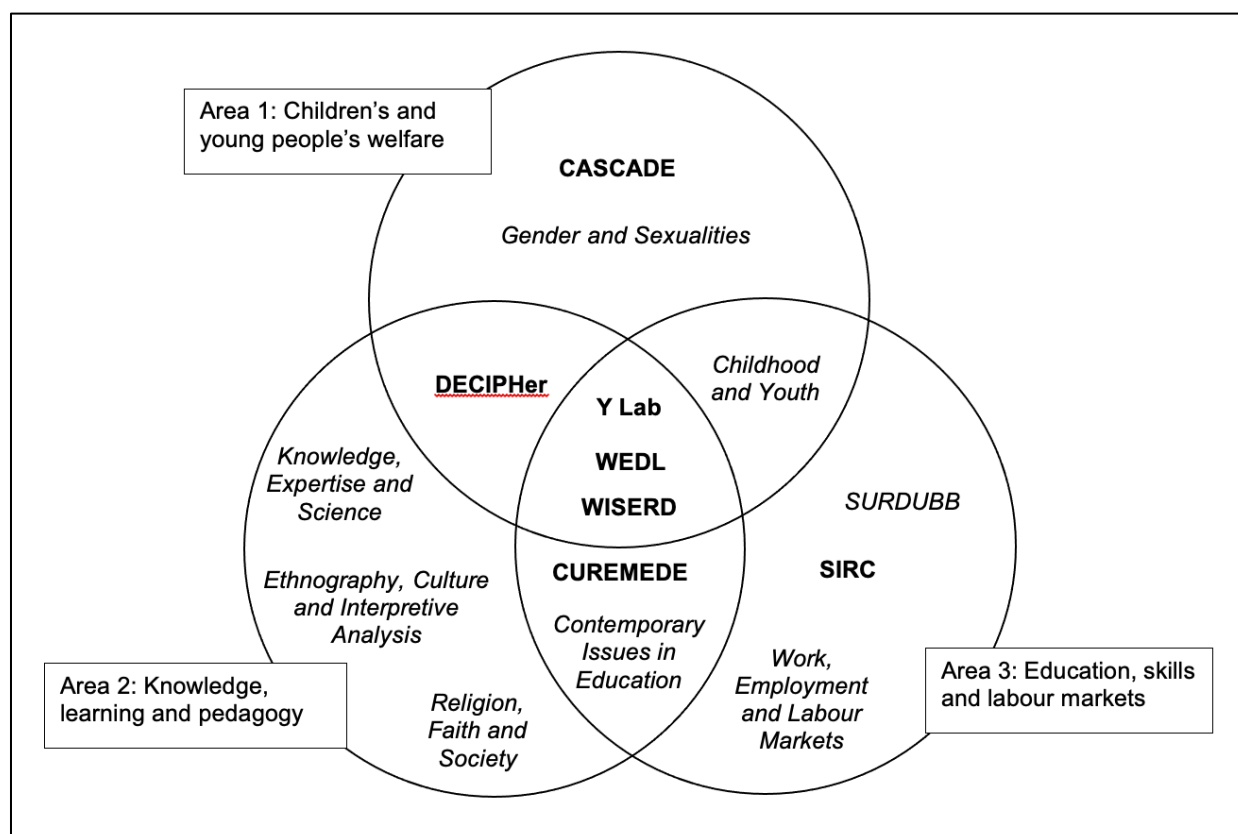
Education research at Cardiff benefits from its distinctive location within an interdisciplinary School of Social Sciences. The School was established over twenty years ago with the strategic aim of bringing together the disciplines of education, sociology, geography, criminology, social work and social policy to foster innovative and impactful research. To build interdisciplinarity, the School rejected single disciplines as the principal organisational units for research. The School currently has over 250 members of staff, (including 93 colleagues on Teaching & Research (T&R) pathways and 84 on Research (R) pathways). The School is submitting across a number of Units of Assessment, with 35 being returned to Education (28 T&R; 7 R-only).

Education research within the School addresses **three** broad and overlapping areas:

1. Children's and young people's welfare
2. Knowledge, learning and pedagogy
3. Education, skills and labour markets.

Figure 1 provides a diagrammatic representation of how research in these areas is supported by **seven Research Centres** (in bold), each of which has dedicated staff and infrastructure, and **eight Research Groups** (in italics), which provide discussion fora for more specialised interests. This combination of Centres and Groups facilitates the circulation of new ideas ensuring that education research in the School benefits from, and takes forward, the latest thinking in the social sciences. It also provides an environment for education research that keeps in view the breadth and interconnectedness of social, emotional and economic processes that bear on educational experiences and outcomes from the early years to adulthood.

Figure 1: Education-related Areas, Research Centres and Groups



Area 1: Children's and young people's welfare

Research in this area investigates the circumstances that impact on the wellbeing of children and young people in and outside the school, as well as the consequences of social inequalities for their physical and mental health. Research is concentrated in three Research Centres and informed by discussions within two Research Groups that explore the nature of childhood from sociological and psycho-social perspectives, as outlined below.

Research Centres:

CASCADE (Children's Social Care Research and Development Centre) (directed by Forrester, returned to UOA21) aims to improve our understanding and response to children and families in need. The largest centre of its kind in Europe, CASCADE was a partner for the development of the English Department for Education's Centre *What Works for Children's Social Care*. CASCADE has strengths in evaluative research, including randomized controlled trials, quasi-experimental studies, data linkage, qualitative and mixed method research. During the REF period it secured over £15M of research funding (see Section 3).

DECIPHer (Centre for the Development and Evaluation of Complex Interventions for Public Health Improvement) (directed by Murphy) is a UKCRC Public Health Research Centre of Excellence. Led by Cardiff (in partnership with Bristol and Swansea Universities) the focus is on developing and evaluating multi-level interventions to improve the health and wellbeing of children and young people. During the REF period, £7M has been awarded from ESRC, MRC, Wellcome Trust and Cancer Research UK. DECIPHer is the lead partner in the Welsh Government-funded School Health Research Network (SHRN) which brings together researchers, policy-makers and practitioners from health, education and social care to promote an evidence-informed approach to improving young people's health and wellbeing in the school setting.

Y Lab (directed by Lewis, submitted to UOA3) is a collaboration between Cardiff University and Nesta which brings together researchers, practitioners and experts from Nesta. At the core of Y Lab's programme is the Welsh Government-funded 'Innovate to Save' scheme (c. £6.5M), aiming to tackle some of the biggest challenges faced by public services. Education projects include: the development of *Schoop*, an engagement app which aims to change the relationship between schools and parents; *Food and Fun*, a collaboration with the Welsh Government, is designed to prevent 'holiday hunger' experienced by children in poverty.

Research Groups:

Childhood and Youth (convened by Mannay) explores topics such as children's rights, identities and lived experience in domains such as school and family.

Gender and Sexualities (convened by Renold) explores issues of gender and sexuality with the aim of contributing to innovations in theoretical, methodological and policy/engagement across the fields of gender and sexuality studies.

Staff working in this area being returned to UOA23 include: Elliott, R. Evans, Fletcher, Garner, Hallett, Hawkins, Littlecott, Mannay, Maxwell, Morgan, Murphy, Renold, Scourfield, Taylor, Wilkins, Young.

Area 2: Knowledge, learning and pedagogy

Research in this area focuses on the political and sociological dimensions of learning across the spectrum – from early years to professional education. Key issues explored in the two associated Centres and three Research Groups include the sociology of expertise, culture and the nature of interpretive enquiry.

Research Centres

WISERD (Wales Institute of Social and Economic Research and Data) (directed by Power) is a networked research institute with an administrative Hub at Cardiff and partners in Aberystwyth, Bangor, Cardiff, South Wales and Swansea Universities. Education research is a core theme in WISERD, which attracted £14M during the REF period, and has run the WMCS (WISERDEducation Multi-Cohort Study) since 2012. Funded for a third time by the ESRC, as

well as Welsh Government and others, WISERD undertakes research on the curriculum, policies to tackle disadvantage and young people's engagement in civil society.

CUREMeDE (Cardiff Unit for Research and Evaluation in Medical and Dental Education) (directed by Bullock), established in 2009, is an £800K collaboration between the School of Social Sciences and the Wales Deanery (now Health Education and Improvement Wales), with the purpose of conducting interdisciplinary research on the education and training of health professionals. The Centre has a strong international presence, involved in establishing guidance for dental and medical education across the world.

Research Groups

Ethnography, Culture & Interpretive Analysis (convened by Lewis, returned to UOA21) provides a forum for collaboration in ethnography and interpretive analysis, providing support and guidance for practical pedagogy in ethnographic.

Knowledge, Expertise and Science (convened by R.J. Evans, returned to UOA21) explores the sociological nature of knowledge and how it is used, developed, and contested. A key focus is the public understanding of science and science education.

Religion, Faith and Society (convened by Power) facilitates discussion of issues surrounding religion and faith. Key topics include the significance of faith schools and the nature and definitions of religious affiliation, belief and non-belief.

Staff working in this area being returned to UOA23 include: Baker, Barrance, Bates, Bayfield, Beneito-Montagut, Bullock, Garner, Girvan, Hadfield, Hemming, James, Lyttleton-Smith, Moles, Power, A. Rees, Smith, Walkerdine.

Area 3: Education, skills and labour markets

Education researchers in the School have a long tradition of investigating the relationship between education, skills and labour markets at different life-course stages, in different employment sectors and for different professions. Research in this area includes the political arithmetic of educational outcomes, careers education, qualifications, recruitment, vocational and lifelong learning, Further Education governance and the changing nature of work.

Research Centres

Located within WISERD, **WEDL** (WISERD Education Data Lab) (directed by Taylor) was established in 2019 to consolidate the quantitative dimension of WISERD research and make it more stakeholder-facing. Co-funded by the ESRC and the Welsh Government and affiliated with the ESRC-funded ADR-Wales (Administrative Data Research - Wales), the aim of WEDL is to generate high quality research-based evidence on educational processes and outcomes.

SIRC (Seafarers International Research Centre) (directed by Sampson, returned to UOA21) undertakes research on the international shipping industry and personnel working within it. Established in 1995, SIRC's portfolio addresses issues relating to the education and training of seafarers, with a particular emphasis on occupational health and safety. Funders include the Institution of Occupational Health and Safety, Lloyds Register Foundation and the European Chamber of Shipping.

Research Groups

Contemporary Issues in Education (convened by Souto-Otero) focuses on global developments in education and skills policy, participation in education and training, and the multi-faceted relationships between education, communities and work.

Work, Employment and Labour Markets (convened by Brown) explores the changing nature of the knowledge economy, including the rise of AI, the sociology of talent, as well as enduring issues of social stratification and social mobility.

Survey Data Users Brown Bag Research Group (SURDUBB) (convened by Cheung, returned to UOA21) meets monthly to work with large-scale surveys and administrative data in the fields of education, sociology, health and social work.

Staff working in this Area being returned to UOA23 include: Brown, Bullock, Connolly, Felstead, Fox, James, Lloyd, A. Rees, Souto-Otero, Stroud, Taylor, Zhao.

1.2 RESEARCH STRATEGY

The School's strategy for education research is central to its overall mission. This is underpinned by three core principles: Firstly, research excellence in social sciences in general, and in education in particular, 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 this strategy for education-focused research during this REF period is evident in the following headline figures:

- Grant capture of over £25M for education and related research, including over £6M from UKRI;
- Twenty-five awards (£178K) for education-related engagement activities funded through the ESRC Impact Acceleration Award Scheme;
- Over 50 doctoral degrees awarded in the field of education and related areas, including 10.5 professional doctorates;
- The publication of over 800 education and related research outputs, including over 500 peer-reviewed journal articles and 30 books;
- The editorship of five major peer-reviewed education journals and board membership of a further 50 education-related journals.

Within these overall principles, the School focused on seven strategic research objectives during the REF period, each of which strengthened the significance and reach of education research, as outlined below.

1.2.1 The realisation of seven key research objectives

1. *To continue our commitment to multi-disciplinary research:*

The realisation of this objective for education research has been the enrichment of our understanding of the complex circumstances that contribute to young people's welfare and progression. For example, CASCADE brings together education researchers with experts in social work and criminology to research the experiences of vulnerable children and young people. DECIPHer combines expertise in social policy, public health and education to improve health promotion in schools. WISERD combines educational, sociological and geographical approaches to examine the relationship between education and civil society.

2. *To strengthen research expertise in quantitative methods and digital technologies:*

We have enhanced our already-strong profile in quantitative methods (e.g. Q Step), through developing extensive expertise in digital technologies – both as a source of data and a means of data collection. We have spearheaded the use of tablets to collect data in schools for the WMCS. In the last two years, we have experimented with Empatica 3 wearable devices that offer real-time physiological data acquisition. These have been trialled in relation to student visits to museums with a view to use in classroom and playground settings to track students' emotional responses to school.

3. *To secure research funding from a wide variety of sources*

While the School has a strong track record of securing UKRI (nearly £15M) and Government (nearly £29M) funding, it has also entered into research partnerships with voluntary and private organisations (see Section 3). These have been particularly beneficial for education research, where we have undertaken collaborative projects with Action for Children, Artworks Cymru, Barnado's, BookTrust Cymru, Cancer Research UK, and the Honourable Society of Cymmrodorion.

4. *To align our research to the current and future challenges facing Wales*

During the REF period, we have sought to maximise the impact of our education research at local authority and national level. The capacity to provide timely and impactful data on education has been enhanced through the establishment of WEDL in 2019. The importance of this is evidenced by our response to Covid-19, where, since April 2020, Taylor and Power have collected and disseminated to the Welsh Government and other stakeholders data on young people's experience of 'lockdown' and their use of online learning resources. This research is informing the Welsh Government's Covid-recovery plan for education.

5. *To provide an important data resource for academic and non-academic users*

The ESRC-funded ADR-Wales has a base in the School which, as well as providing policy-relevant evidence, also has a secure data facility where researchers outwith the University can access administrative data, such as the National Pupil Database. A further example of our commitment to open research is that data from the WISERDEducation Multi-Cohort Study (WMCS) offer a 'virtual laboratory' for exploring students' perspectives and experiences of school. The WMCS surveys and question banks are available through WISERD's Data Portal for use by practitioners and policy-makers. Since 2018, these have been accessed over 1700 times.

6. *To develop the next generation of researchers*

Throughout the REF period we have offered professional development programmes for researchers at every stage of their career. Since 2015, our relationship with the National Centre of Research Methods (NCRM) has enabled us to offer a range of training and capacity-building events to students and colleagues, as well as participation in the Welsh and GW4 Crucible programmes, and the ESRC Wales Doctoral Training Partnership (DTP) (see Section 2; see also REF5a).

7. *Strengthening our ties with international partners*

The School and individual education researchers have developed a range of international research partnerships (see Section 4). In Europe, for example, WISERD works closely with TRIANGLE in France, and Power has had three placements in the École Normale Supérieure, Lyon, which have led to joint publications and research proposals. Further afield, education colleagues have close working relations with Beijing Normal University. From 2020, Brown, Souto-Otero, James and Lloyd are leading the project *Futures of Work: Reimagining Jobs, Skills and Education for a Digital Age* with an international team from the University of Singapore.

1.2.2 Enabling access to research outputs

The School ensures that research outputs are as accessible as possible. All academic staff have ORCID IDs and full texts of journal articles and conference proceedings are deposited in the University's open access digital repository within three months of acceptance. Financial support for Open Access is available from the School Research Committee, as well as University funds.

In addition, the School operates a proactive 'safety net' approach to ensuring Open Access compliance, with Scopus and Web of Science alerts allowing the identification of new publications and prompting staff to enter relevant information into the institutional repository. The School has put in place robust procedures for data management and sharing. These include platforms which provide access to data for *bona fide* researchers, as well as strict protocols for the use of data.

1.2.3 Upholding research ethics and integrity

The School Research Ethics Committee (SREC) has been in existence since 2005 and reviews all research carried out in the School (Staff, PGR and Undergraduate) where responsibility to conduct an ethics review does not fall to an NHS REC. The SREC is independent of the Director of Research, meets on a monthly basis and includes representatives from non-academic user groups, as well as representatives from the range of disciplines in the School. To acknowledge the intensive nature of this work, the School provides professional service support as well as workload allocation for all SREC members.

The School follows Cardiff University's policy on research ethics and integrity (see REF5a), including compliance with the Concordat to Support Research Integrity. Staff are required to complete the online university research integrity training. We have achieved 100% compliance.

1.2.4 Key objectives for the future development of education research

During the next REF period, we will continue to take forward the principles of the School's overall strategy (see Section 1.2.1) of investment, interdisciplinarity and innovation. In recognition of the changing social and educational landscape, however, we will expand our education research through the following activities:

1. *Develop a new research centre on the theme of 'Education and the future of work'*

Building on the School's longstanding strengths in research on education and the labour market, we are planning a new centre focused on the impact of digital transformations and the future of work, with particular reference to the significance of artificial intelligence for education and skills.

2. *Expand our portfolio of research on education and civil society*

Arising from the success of recent projects in WISERD, we wish to consolidate expertise, and undertake international comparative research, on the significance of education for civic and political participation, with particular reference to current forms of student activism (e.g. school climate 'strikes'), the mainstreaming of charities in schools and the growth of 'hope labour' and volunteering.

3. *Build the long-term sustainability of the WMCS*

The last eight sweeps of data collection and analysis have confirmed the vital importance of this multi-cohort study for informing policy and providing an invaluable data resource for use by researchers, teachers and students. Building on existing agreements with the Welsh Government, we will work to ensure the long-term sustainability of the WMCS through attracting funding from diverse organisations and raising its national and international profile.

4. *Maximise the opportunities afforded by SPARK*

SPARK is the first social science research park in the world (see Section 3). Over the next year, four of the School's centres (WISERD, DECIPHer, Cascade and Y Lab) will co-locate with other University centres and key stakeholders, including industrial partners and organisations from the public, private and third sectors. This will include the ESRC Wales DTP. This new environment will enable education researchers to build on existing collaborative working and develop new synergies and relationships.

1.3 IMPACT STRATEGY

We take it as axiomatic that our research should be not only excellent, but also socially useful. Education research is a crucial and highly valued component of the School's contribution to wider society – in Wales, the UK and beyond. In order to ensure that our research is both useful and *used*, we engage with potential beneficiaries from the outset to the endpoint of the research, dedicating significant staff time to facilitate engagement and undertaking monitoring to evaluate effectiveness.

In order to maximise impact, we appointed a senior academic in the School as Director of Impact who provides a strategic lead for the School's impact and engagement activities. In addition to supporting the work of individual colleagues, the long-term strategy of investing in Research Centres has been especially productive. For example, WISERD benefits from an Engagement Manager, a Communications Officer and an Events Officer. The Research Centres also draw on their respective advisory bodies to help ensure that key stakeholders help frame the research agenda, guide the research process and support the communication of research evidence and the take-up of research recommendations. We have been supported in these endeavours with funding from the ESRC Impact Acceleration Account (IAA), with education colleagues (Felstead, Mannay, Murphy, Renold, Smith, Taylor and Walkerdine) being awarded IAA funding of £178K for 25 activities, including support for secondments, engagement events and pilot projects.

Our education research targets three key beneficiary groups: a) policymakers; b) professionals and c) publics and communities. The significance and reach of the impact achieved with each of these constituencies is greater than that which can be captured within the three selected impact case studies.

1.3.1 Shaping policy

The School's education-related work has shaped policy in Wales and beyond. Education researchers in the School enjoy close working relations with the Welsh Government and the Senedd and are in regular dialogue with both ministers and civil servants – dialogue that is both critical and constructive. We have undertaken research projects and Minister-commissioned reviews across the range of education provision – from the early years (Taylor) to primary and secondary school phase (Power), to further and higher education (Brown, James, Rees, Taylor) and to workplace learning (Davies, Felstead). We have provided guidance on a wide number of interventions: the introduction of the Welsh Baccalaureate (Taylor); the new Curriculum for Wales (Power, Taylor); Careers Guidance (Davies, submitted to UOA17); and the Pupil Development Grant (Taylor). Our evaluation of the Foundation Phase (Taylor, Impact Case Study 1) won the 2017 Wales Social Research Impact Award and the BERA-SAGE Public Engagement and Impact Award. The importance of the School's education research for the policy community has been endorsed through Welsh Government's funding for the continuation of WMCS and the establishment of WEDL. In addition, education researchers have contributed to policy guidance on the changing skills requirements for the future of the labour market through the Welsh Government commission of the 2019 *Review of Digital Innovation for the Economy and the Future of Work in Wales* (Brown).

In addition to these major engagements, education researchers have trialled participatory methods designed to capture the voices of vulnerable children and young people so that their experiences can shape policy. The recommendations arising from Mannay's pioneering research with looked-after children and young people (Impact Case Study 2) have been incorporated into Welsh Government policy – as well as leading to the development of a range of resources for education and welfare professions.

1.3.2 Supporting education professionals

The School's research is informed by, and supports, professionals working in education. For example, as well as guiding policy, the Foundation Phase Evaluation has provided practitioners and stakeholders working in early years education with new tools and concepts in understanding and measuring Foundation Phase pedagogies. SHRN surveys schools biennially and provides every school with feedback about progress in supporting students' health. In 2018, SHRN won Cardiff University's Innovation & Impact Award 2018 for Innovation in Healthcare.

Many of our projects are shaped not only by professionals but by their clients. This is the case with Renold's pioneering work on children, sexualisation and relationships education (Impact Case Study 3), which has contributed to curriculum change. CRUSH, a new creative research-based practitioner toolkit to support sex and relationships education, gained UK-wide recognition in 2018 when it won the ESRCs 'Outstanding Impact in Society' Award and the *Times Higher Education* 'Research Project of the Year' Award.

We have also been heavily involved in strengthening the research capacity and literacy of teacher educators. WISERD has undertaken HEFCW-funded survey research to identify the volume of education research in Wales that falls below the REF 'radar', additionally investigating the challenges and opportunities facing researchers working in teacher education. These findings helped inform the criteria through which the Welsh Government allocated funding for Initial Teacher Education (ITE) and continue to inform Wales' emerging National Strategy of Education Research and Enquiry.

Since 2018, in collaboration with the University of Oxford, we contribute to the Cardiff ITE Partnership (one of Wales' teacher education consortia) building research awareness and capacity amongst teacher educators and teachers. This arrangement formed the basis for a Welsh-Government funded research project (led by James) on the impact of COVID-19 responses on the nature and quality of ITE.

1.3.3 Reaching out to publics and communities

In addition to speaking at public events, we disseminate accessible information to interested publics. For example, each year we produce a series of infographic postcards highlighting key findings from the WMCS. These have featured on the ESRC website as an example of good practice in engagement. The School has a high-profile media presence, using blogs, news stories, press releases and social media to attract coverage in print, online and broadcast media in Wales, the UK and internationally (see section 4). Dumangane, Felstead, Mannay, Morgan, Power, Renold and Smith have all published articles on topical educational issues in the *Conversation*.

Education researchers have given presentations in Welsh at the annual National Eisteddfod on a range of findings on 'growing up in Wales' from the WMCS. We have also contributed to Cardiff's Public Uni and Sci-Screen series, which provide a forum to discuss our research with a diverse audience. In 2018, researchers spoke at the Hay Festival on young people's political education and the issues of 'fake news'. In 2018, researchers (Barrance & Dumangane) spoke to school children about our research on friendship networks as part of the ESRC Festival of Social Science.

While Covid-19 meant the cancellation of 2020 public engagement events, including planned presentations at Hay Festival and the Eisteddfod, colleagues' research on young people's experiences of lockdown (Taylor) and the challenges of homeworking (Felstead) has continued to receive significant media coverage at home and internationally. This has included media appearances on the BBC National and World News as well as press coverage in the main UK newspapers, as well as overseas news agencies, such as Forbes and Reuters.

2. People

2.1 STAFFING STRATEGY

As part of a multi-disciplinary School, researchers in education benefit from a lively and stimulating research environment where they are exposed to the latest ideas across the social sciences. This enables colleagues to enhance their careers and leads to strong career progression both within the School (e.g. Lloyd and Souto-Otero to Professor; Mannay to Reader) and beyond. During this REF period, early career researchers (ECRs) have moved to key posts in other universities (e.g., Baker to Bristol University; Dumangane to York University; C. Evans to Swansea University; Fox to Brunel University; Tannock to UCL IoE; Watermeyer to Bath and then Bristol University;). Senior staff have also moved to key positions of influence (e.g., Fletcher to head up the British Heart Foundation in Wales; Holland to the influential role of Children's Commissioner for Wales).

During the REF period, three senior professorial colleagues in education have retired (Hadfield, G. Rees, T. Rees). Rather than replace like with like, the School has a recruitment strategy of attracting ECRs (see Section 2.3) to future priority research areas. In order to support these ECRs, alongside their more senior colleagues, the School offers bespoke mentoring and staff development in addition to the career-development opportunities provided by the University.

2.2 STAFF DEVELOPMENT

In 2015, the School undertook a major review of its research needs. A key component was a survey in which staff were invited to identify what support they would find beneficial to enhance their research productivity. Based on the survey, the following actions were implemented:

- *Revitalising 'grass roots' research activity* through encouraging the formation of new research groups which would provide a forum for the discussion of specialised interests and new ideas.
- *Building a stronger collective 'School' research identity* through dedicating annual lectures for inter-disciplinary presentations.
- *Supporting staff publications* through regular designated 'writing weeks', which were kept clear of School commitments, providing short-term cover for teaching to facilitate the completion of writing commitments, as well as support for workshops and journal 'clubs'.

- *Increasing the number of staff submitting grant proposals* through one-to-one consultations with colleagues to identify future projects, setting aside funds for proposal development and building in greater mentoring and peer review for proposals.
- *Improving research management* through the appointment of three Co-directors of Research, with designated responsibility for publications, proposals and impact.

Close attention is given to the development needs of staff, irrespective of career pathway or seniority. For example, three senior female colleagues have participated in 'Aurora', Advance HE's leadership development initiative for women. Eight have taken advantage of the University's Leadership and Management Development Programme for Research Team Leaders, and two staff have completed the University's Developing Leaders training course. All staff remain up-to-date with a wide range of research-related matters (such as research integrity, information security, unconscious bias, Welsh language awareness) through short online and face-to-face training courses.

In order to enable colleagues to take forward their research ideas, the School allocates a proportion of staff time for research purposes and has its own study leave scheme, in addition to the University Research Leave Scheme (see REF5a). As with the University Scheme, all staff on T&R contracts are eligible to apply for School Study Leave after five years' employment and can make a case to use the semester's leave for any research related purpose (see Section 2.5). These periods of leave can be enormously productive, practically and intellectually. Renold, for example, used study leave to produce five journal articles and the 'Primary AGENDA' online toolkits for schools, created in association with the Children's Commissioner for Wales, NSPCC Cymru, and Welsh Women's Aid. Stroud used time away from teaching to gather interview data overseas across a sequence of three- to five-day case study trips to Norway, Portugal and Germany.

At School level, there is ring-fenced funding for research development, including travel costs for conferences and visitors, and seed-corn grants. In total, £277K has been spent on supporting attendance at conferences above those funded by external awards.

The School employs an 'under-£200' rule whereby research expenses below this level do not need to be pre-approved but can be submitted directly for payment. We feel this builds flexibility into the School's research funding system, allowing short-notice travel (and other expenditure) as well as underlining a broader culture of collegial trust.

2.3 EARLY CAREER RESEARCHERS

We are returning seven ECRs to Education (Barrance, Bayfield, Elliott, Littlecott, Lyttleton-Smith, Morgan, Zhao). Two of these are on T&R pathways, where they benefit from the policy of reduced teaching loads to help foster their research independence. On appointment, they are provided with a research mentor, whose role is independent of direct line-management, in order to provide support in relation to specific activities, such as grant-writing and publication. Mentors undergo a training session and then are matched with mentees by the Director of Research.

ECRs on R contracts are offered the opportunity to improve their long-term employability through widening their teaching and administrative experience, which facilitates their recruitment to T&R pathways (e.g., Smith and Barrance). R-only staff are included in the decision-making processes of the School and University through representation on key School and University committees and the dedicated Research Staff Forum (see REF5a). The University has signed up to the Vitae Researcher Development Framework and is currently undertaking a review of researcher career pathways, led by the Dean of Research Environment and Culture. All ECRs are encouraged to apply to the competitive Welsh Crucible and GW4 Crucible Schemes; education staff who have attended these since REF2014 and who have benefited in terms of career enhancement include Hawkins and Dumangane. In addition, R-only staff have the same access to Research Committee funding for conferences, travel and other forms of support as T&R staff, with direct applications to the School Director of Research. Over the course of this REF period, the School spent £71k on R staff conference attendance and travel above externally-funded support.

The benefit of our approach to cultivating the next generation of researchers is evident in the awards and accolades they receive. Both R. Evans and Mannay have been awarded the

prestigious Learned Society of Wales Dillwyn Medal for outstanding research into young people's health and wellbeing. In 2017, Hallett received the Social Research Association Early Career Researcher of the Year Award for her impactful research on care-experienced children.

2.4 TRAINING AND SUPERVISION OF PGR STUDENTS

Doctoral training is focused on the interdisciplinary ESRC Wales Doctoral Training Centre (DTC), and its successor since 2016, the ESRC Wales Doctoral Training Partnership (DTP), a collaboration between Cardiff University (the lead institution), Aberystwyth, Bangor, Cardiff Metropolitan, Swansea Universities and the University of Gloucestershire. The School led the successful bid for the DTP (and its predecessor) and has provided continuous directorship up to 2020. The School hosts the largest concentration of accredited pathways in the DTP and is a major recipient of ESRC studentships, with 29 awards being allocated for education projects.

During this REF period, 154 PhD students have graduated in the School, 54.5 of whom specialised in education and related areas. Ten of these were ESRC-funded collaborative PhDs; partners include National Museum Wales, Wales Deanery, Welsh Government and a refugee support network. Reflecting the School's commitment to research collaboration with professions and agencies, the School also offers Professional Doctorates (PD), with pathways in Education, Health and Social Work. 11 of the 19 students who have graduated from these programmes during this REF period were awarded PD Education.

Doctoral degree completions during the REF period

	2014	2015	2016	2017	2018	2019	2020
PhD	4.5	9.5	6.5	9.5	6	6	2
PD	2	1.5	1	2	1.5	2	0.5

All full-time PhD students are required to complete the MSc Social Science Research Methods (or equivalent prior qualifications). Throughout their doctoral training, students also undertake further research-capacity development. For example, the ESRC Wales DTP offers activities including an annual 'capabilities and careers' conference, whilst also facilitating access to external opportunities for advanced research methods training, such as those provided by the NCRM. The University's Doctoral Academy additionally organises an annual series of seminars and workshops that range from advanced research techniques, to generic issues of career-management, strategies for publication, research governance and dissemination. It offers a residential writing retreat and funding for student-led interdisciplinary activities, such as seminar series, workshops, and public engagement activities. The expectation is that students will take part in a minimum of 10 days or equivalent professional skills development per year.

At School level, doctoral students play an active part in Research Centres and Research Groups, via seminars and reading groups. Financial support is provided for PGRs to organise their own monthly Postgraduate Café. This meets every month to discuss a range of topics related to social research, current affairs, politics and culture. The central purpose of the Café is to foster dialogue between postgraduates in a relaxed and supportive environment. In addition to postgraduate speakers, the Café invites speakers on topics of broader interest to PGR students, such as 'Life beyond the PhD' and 'Writing for Journals'.

Recent Education doctoral students' careers have been developed through the competitive award of externally-funded Post-Doctoral Fellowships (Elliott, R. Evans) and several have been appointed to university lectureships: R. Evans, Hallett, Slater (all appointed at Cardiff); C. Evans (Swansea), Sharley (Bristol), Lewis (Bath Spa); Fensham-Smith (Bedfordshire, now OU); Crawford (Birmingham); Yun (Education University of Hong Kong); and Dumangane (York).

2.5 EQUALITY, DIVERSITY AND INCLUSION

The School ensures that senior staff success is not achieved at the expense of less experienced staff through an equitable system of workload tariffs as well as provision of mentoring, research time and resources to all staff. The School is fully compliant with the Cardiff University Equality and Diversity Policy and has a designated Equality and Diversity Sub-Committee which reports to

the School's People and Environment Committee. Since 2014, the School has held an Athena Swan Bronze level award for gender equality, and has developed an action plan to work towards a further application. This entails improving the data available for monitoring gender equality in the School via an annual survey which is sent to all academic and professional service staff, as well as doctoral students.

The School ensures that principles of equity and excellence are inscribed in terms of recruitment (via gender balanced recruitment panels), and ensuring all Chairs of recruitment panels receive EDI and unconscious bias training.

The 35 colleagues being returned to Education comprise 21 women and 14 men. During the REF period, male (8) and female (9) education colleagues in the School have had a 100% success rate in gaining promotion. Female colleagues have also benefited from School and University Research Leave, for which there is a clear and transparent process for the allocation of funding. Current education colleagues benefitting from School Study Leave include Beneito-Montagut, Connolly, Moles, A. Rees, Renold and Stroud. Education colleagues benefitting from University Research Leave and the University's Disglair Scheme (see REF5a) include Girvan, Hemming, Holland and Lloyd,

School and University Research Leave success rates by gender

	School Study Leave applications	University Leave applications
Male success rate	44% (4/9)	70% (7/10)
Female success rate	63% (10/16)	63% (5/8)

In relation to race and ethnicity, the number of black and minority ethnic staff in the School, and this Unit, is too small for meaningful statistical analysis. The School has undertaken a review of its recruitment processes and is currently considering ways forward. In response to the Black Lives Matter campaign, WISERD has compiled a portfolio of relevant research on the structural inequalities and racism experienced by black and minority ethnic groups. This will be used as a foundation to inform research and staffing strategies over the coming years.

The School follows the University's REF 2021 Code of Practice, which focuses on inclusion, transparency and strong engagement with staff. This has been led by the School's senior leaders, who undertook REF-specific equality, diversity and inclusion training aligned to their REF roles.

3. Income, infrastructure and facilities

3.1 INCOME

During the REF period, the School attracted external funding amounting to over £53M, of which over £25M was awarded for education research, an increase of 60% from the previous REF period.

A key factor in our strategy for generating income has been the development of a critical mass of interdisciplinary expertise within Research Centres, all of which are underpinned by a research and business plan to ensure sustainability and each has a full-time Director and a core team of dedicated research, administrative and technical staff. Seven of these Centres undertake significant amounts of education research. Examples of their major education awards are:

1. **CASCADE:** £2.5M infrastructure funding from Health and Care Research Wales to support the development of a public health response to children in need of protection; £525K award from the Big Lottery Fund to evaluate the *Confidence in Care* initiative; £155K from the ESRC for the longitudinal analysis of a retrospective electronic cohort to gauge the impact of being in local authority care on children's futures; £296K from the Welsh Government to look at care-experienced students' experiences of higher education; Welsh Government awards to look at child sexual exploitation (£286K); 'county lines' and child criminal exploitation (£216K) and looked-after children's use of social media (£166K).
2. **DECIPHer:** Funding to evaluate interventions for public health improvement (Welsh Government £2.5M, MRC £1M); MRC funding for *School Health Action Research Partnership*

(£372K); *Safe-Sex and Relationships in FE* (£129K); and the development of teacher training to prevent alcohol misuse in secondary schools (£115K). UK Government funding to trial the *Talk to Frank* drug prevention (£490K) and smoking prevention (£258K) programmes in secondary schools; National Institute for Health Research funds to improve the mental health support and training available to secondary school teachers (£354K); ongoing funding from the Welsh Government for biennial School Health Research Network (SHRN) Survey. In 2020, together with colleagues in the School of Medicine, DECIPHer was awarded £10M from the Wolfson Foundation for a Centre of Excellence in Adolescent Mental Health.

3. **WISERD:** £1.09M funding for education-focused projects within the two successive ESRC-funding Civil Society Centres; £2M ESRC funding for ADR-Wales; Welsh Government funding for the WISERDEducation Multi-Cohort Study (£246K) and the evaluation of the *Foundation Phase Flexibility Pilots* (£119K); Exploration of the *Successful Futures for All* curriculum initiative (HEFCW £125K). In collaboration with the Universities of Oxford, Edinburgh and Queens (Belfast), WISERD also received an ESRC Large Grant (£2M) in 2019 to explore jurisdictional differences in school exclusions.
4. **CUREMeDE:** In addition to core funding, projects include: evaluation of broad-based medical education (£257K Academy of Medical Royal Colleges); optimising skill mix in dentistry (Welsh Government £167K); helping GP-practice-based pharmacists improve their skills (Health Foundation £95K) and enhancing skill mix in community pharmacies (Pharmacy Research UK £60K).
5. **WEDL:** Recently established in 2019, WISERD Education Data Lab has matched ESRC and Welsh Government funding of £500K dedicated to administrative and survey data. In 2020, WEDL was awarded £17K from the Nuffield Foundation to compare cognitive skills and education attainment across the UK and £50K from Sêr Cymru to analyse Hwb Platform data (the national digital infrastructure for school students) to study online learning during the pandemic.

Over the current REF cycle, education researchers outwith Centres have also brought in significant grant income (nearly £3M). Major awards include: Felstead's ESRC- and WG-funded Skills and Employment Survey (£1M); Brown, James, Lloyd and Souto-Otero's project on *Digital Transformation and the Future of Work: Reimagining Education, Skills and Employability*, funded by the Singapore Government (£800K); James' ESRC-funded project on *Processes and Practices of Governing in Further Education Colleges in the UK* (£185K); Girvan's *Educational Robotics for STEM* project (European Commission, £175K); and Moles and Mannay's British Academy-funded project on *Creative Heritage and Imagined Futures* (£238K).

3.2 INFRASTRUCTURE

The School provides a robust administrative infrastructure. The School's Director of Research serves on the Senior Management Team and is advised by the School Research Committee which meets monthly during term-time and includes representation from Research Centres and contract research staff. The Committee reviews research grant data, provides feedback and decisions on grant applications, and provides opportunity for collective oversight of funding decisions as well as drafting the School's research strategy. In addition, the School also benefits from:

- A Research Office, with 4 FTE administrative staff supporting academic colleagues in preparing, costing and administering research bids. The office also performs a horizon-scanning function, distributing intelligence about new research opportunities;
- A Graduate Studies Office (3 FTEs) supporting PGR recruitment, training, assessment and progress-monitoring, and manages doctoral training;
- Fifteen professional services staff within the School's Research Centres.

Through these staffing commitments, the School has invested over £3.5M since 2014. In addition, since the last REF, the University's introduction of Colleges means that the School is now also able to draw on the support of a dedicated Marketing and Communications Officer, Publicity and Information Officer (supporting academic research dissemination); and a Web/Graphic Design Officer (maintaining the School's web presence). University level support is outlined in REF5a.

3.3 FACILITIES

Education researchers benefit from access to state-of-the-art facilities. In addition to those outlined in REF5a, the School has a rolling programme of IT investment, spending £276K above core University provision on equipment and software since 2014.

Each Research Centre has a dedicated building, with the facilities needed to undertake specialised research. In addition, colleagues are able to apply to the University Research Infrastructure Fund for support. During this REF period, the University allocated over £500K to education staff for the provision of electronic tablets (Power) and Empatica wrist-bands (Taylor) to enable data collection, as well as funding for boosts of the UK Skills and Employment Survey (Felstead). Of particular value for education research is the ADR-Wales Secure Data Facility, made possible by over £2M ESRC- and Cardiff University-matched funding, which enables researchers to access, link and analyse large scale administrative datasets, such as the National Pupil Database.

The capacity of our Research Centres to sustain and enhance their research activities and income is being supported by SPARK (directed by Taylor), which is the first dedicated social science park in the UK. SPARK will be based in a new multi-million building which is due to be completed in Autumn 2021. A core design feature of SPARK is its co-location of research centres and a range of stakeholder partners, including the Office of National Statistics and civil society organisations.

The major research themes for SPARK will be children and young people, mental health and wellbeing, sustainability and futures, artificial intelligence, public service delivery and the foundational economy. In addition to bringing researchers together, SPARK facilities include an exhibition area and a visualisation lab. These facilities and co-location will enable our researchers to provide imaginative and robust responses to the challenges facing contemporary society, including how best to educate children and young people and open up new horizons throughout the lifecourse.

4. Collaboration and contribution to the research base, economy and society**4.1 RESEARCH COLLABORATIONS, NETWORKS AND PARTNERSHIPS**

Education research at Cardiff is advanced through the development of collaborative relationships and strategic partnerships with a) the academic community within the UK and internationally; b) government bodies, authorities and agencies at local and national level; c) professional education organisations and institutions; and d) civil society actors and organisations. The interdisciplinarity of the School enables researchers working in education to connect with partners beyond the 'usual suspects' and reach out to academics across disciplines and key stakeholders in other welfare sectors.

4.1.1 Academic Collaborations

As mentioned, CASCADE, WISERD and DECIPHer bring together expertise across Wales (particularly from Aberystwyth, Bangor, Glyndwr, South Wales and Swansea Universities) and the UK (e.g. Universities of Bristol, Edinburgh, Oxford and Queens University, Belfast). Taylor is on the Centre for Longitudinal Studies Strategic Advisory Board and is the Country Representative (Wales) for the Society for Longitudinal and Lifecourse Studies (SLLS). These collaborations are strategically important for research in devolved areas of administration such as education and social care. These UK-wide research collaborations not only combine and strengthen levels of expertise but also make possible 'home international' comparisons across jurisdictions, facilitating rigorous system-level analysis.

International collaborations in Europe and beyond are fostered through formal and informal mechanisms. Formal Memoranda of Understanding exist at University and Research Centre level with: Aarhus University, Denmark; Beijing Normal University, China; École Normale Supérieure (ENS) de Lyon, France; KU Leuven, Belgium; Ludwig Maximilian University of Munich, Germany; Social Sciences University of Singapore and the Institute of Adult Learning, Singapore; and the University of Namibia. These collaborations have led to the development of shared teaching programmes, publications and research, such as Souto-Otero's *Building Singapore's Talent Pipeline* project.

Education researchers also collaborate on other international projects. For example, WISERD runs Wales' contribution to the Jacob Foundation's *Children's Worlds* Survey which covers nearly 40 countries. DECIPHER contributes to the World Health Organisation's *Health Behaviour in School-Aged Children* Study and the Propel Center for Population Health Impact Canada. Girvan partnered with colleagues in the Vienna Technical University, as well as higher education institutions in Bulgaria, Czech Republic, Greece and Malta, to lead the UK component of the EU-funded Horizon 2020 project *Educational Robotics for STEM* (ER4STEM).

Colleagues also enjoy collaborations with individual researchers overseas. Examples of these include Beneito-Montagut's collaborations with the Open University of Barcelona, Universidad de Salamanca and the University of Bremen; Power's visiting research fellowships at the ENS, Lyon and Walkerdine's work in Latin America. These relationships are sustained through study leaves, visiting fellowships and travel bursaries.

Further evidence of our international links can be seen in international invited presentations over this REF period. These include keynotes at: the Academy of Social Sciences, Beijing (Brown); the United Nations Headquarters, New York (Renold); University of Minho, Trinity College, Dublin, University of Helsinki (all Power); Martin Luther University, Halle/Leipzig; Keynote for *New America* policy colloquium, Washington DC; Technische Universität, Berlin (all James).

4.1.2 Partnerships with government bodies, authorities and agencies

Our education researchers work closely with a range of authorities and government agencies. Given Wales' devolved responsibility for education, health and social care, many of these collaborations are with the Welsh Government and the Senedd.

For example, WEDL is co-funded by the Welsh Government and has already produced reports relating to attainment gaps; and the impact of GCSE early entry for pupil- and school-level outcomes; and, more recently, the impact of lockdown on children and young people's access to education. Partnership also informs the WMCS as each year colleagues in WISERD consult the Welsh Government, Estyn, HEFCW and other organisations, such as Qualifications Wales, on the questions they wish to see included in the following year's data sweep.

In addition to co-funded partnerships, colleagues collaborate with the Welsh Government and its associated agencies through secondments (e.g. Felstead and Scourfield, both to the Welsh Government), as well as positions on various advisory boards. For example, Murphy sits on the National Obesity Strategy Board and the Curriculum Review Implementation Group; Hawkins on the National Exercise Referral Scheme Advisory Group and the Joint Ministerial Task and Finish Group on a Whole School Approach to Emotional Wellbeing and Mental Health. Taylor is a member of the Wales Index of Multiple Deprivation 2019 Education Domain Group for the Welsh Government and is a member of the Welsh Government Foundation Phase Excellence Network Steering Group. Taylor is also a Member of the Higher Education Funding Council for Wales (HEFCW) Student Opportunity and Achievement Committee (SOAC). Barrance sits on the Advisory Board for Qualifications Wales and has undertaken projects on children's rights with the Children's Commissioner for Wales. Power sits on the Education Workforce Committee's Research Forum. Lloyd acts as advisor to Welsh Government on their skills utilisation pilot projects. Colleagues regularly provide oral and written evidence to the Senedd: for example, Lloyd to Welsh Assembly Equality, Local Government and Communities Committee; Murphy to the Health, Social Care and Sports Committee; Bayfield to the Welsh Government Ministerial Group,

Outwith Wales, collaborations have involved Souto-Otero working with the UK's Office of the Deputy Prime Minister on higher education credit systems, as well as providing evidence to the OECD *Trends Shaping Education*. He has also liaised with the European Commission on the impact of Erasmus on higher education, as well as with the Austrian Presidency of the Council of Europe on the future of Vocational Education and Training.

4.1.3 Partnerships with the professions

Researchers in education and related areas enjoy close partnerships with professionals. DECIPHer undertakes the biennial survey for SHRN, working with schools to support young people's health. DECIPHer also supports agencies in other countries, particularly on monitoring of young people's health and evaluation of health education initiatives. For example, during the REF period, they have delivered short courses on 'Developing and evaluating complex interventions' in a number of different locations, including the Queen Rania Foundation, Jordan, and the Karolinska Institute, Stockholm.

WISERD, through the WMCS, also works closely with schools and teachers, providing regular feedback on student perspectives and making datasets available for teachers working with students studying the Welsh Baccalaureate.

CASCADE has established Exchange, an all-Wales social care organisation that enables practitioners, service users, and researchers to share expertise and experience. Of particular note is their partnership with Voices from Care, a group of care-experienced young people who advise on research projects from design to dissemination. Their insights have enabled CASCADE to develop a range of resources for teachers and social care professionals delivered through radio and audio-visual channels.

Mannay and Power have also worked closely with museum professionals, through their respective roles on the Amgueddfa Cymru/National Museum Wales/Cardiff University Steering Group and Research Advisory Committee. Mannay also sits on the Wales Millennium Centre Learning Advisory Board to support those working in the arts.

CUREMeDE also plays an important role in supporting the work of medical and dental practitioners. In addition to providing resources for UK professionals, CUREMeDE researchers provide guidance to medical educators worldwide, including briefings and presentations in Europe, USA, Canada, Australia, and Taiwan.

4.1.4 Partnerships with civil society organisations

In addition to providing research evidence and advice to government agencies, colleagues are keen to inform, and be informed by, the work of civil society organisations, from campaigning groups to think tanks and charities. For example, Lloyd presented her research on pay and skills to the Labour Party Policy Review Symposium in 2014, as well as contributing to an IPPR Roundtable on the skills system. Walkerdine authored a publication on *Political Mindfulness* for the Labour Party.

Smith sits on the Advisory Board of the Race Alliance Wales, Taylor is Chair of the Institute of Welsh Affairs (IWA) Education Group and acts as an advisor to the Carers Trust Wales. Collaborations with charities include CASCADE's collaborations with the NSPCC, WISERD's work with SNAP Cymru and the Wales Council for Voluntary Action. Power is on the research panel of the Sutton Trust.

4.2 CONTRIBUTIONS TO THE RESEARCH BASE

In addition to supporting the research development of its own colleagues, the School is actively engaged in ensuring excellence and sustainability in the field of education more generally. It does this through contributing to peer review processes for journals and grant funders, and supporting the work of learned societies.

4.2.1 Peer review

Within the UK, in addition to wide membership of the ESRC Peer Review College, significant UKRI roles include: Chair of the ESRC Research Grants Assessment Panel B (Power 2016-); ESRC International Public Policy Observatory Panel (2020); UKRI Future Research Leaders Panel (Power 2018-), ESRC Future Research Leaders Sift Panel (Power 2014-2015); MRC Social and Policy Health Unit Advisory Board (Murphy); MRC Mental Health Cohort Advisory Group (Murphy); ESRC Capability Committee and MRC/ESRC/AHRC Adolescence, Mental Health and the Developing Mind Strategic Advisory Board (both Taylor).

International contributions include: Norway Research Council Grants Panel (Lloyd and Power); the Netherlands Research Council Grants Review Panel (Power); the Swedish Research Council Educational Sciences Grants Panel (James); and the Hong Kong University Presidential Post-Doctoral Fellowship Scheme (James). James is also the current chair of the Education Sub-Panel for REF2021 and Power is a member of the Education Panel of the Hong Kong RAE 2020. Hawkins is a Board Member for the German Federal Ministry of Education and Research (BMBF) funding initiative on 'Healthy Lifelong Child and Adolescent Health'.

4.2.2 Publications

Four education-relevant academic journals are currently edited by researchers within the School. James is editor of *British Journal of Sociology of Education*, Girvan co-edits *British Journal of Educational Technology*, Walkerdine is editor of *Subjectivity* and Mannay co-edits *Qualitative Research*. Until 2016, Power, Taylor, Girvan and Connolly edited *British Education Research Journal*, the flagship journal of the British Educational Research Association (BERA). In addition, during the REF period, colleagues have been members of the editorial boards of over 50 education journals.

Other editorial responsibilities include a range of handbooks and book series. Mannay is editor of the University of Wales Press series *Gender Studies in Wales*. Power is co-editor of Routledge's series *Foundations and Futures in Education*. Beneito-Montagut is co-editor of the SAGE Handbook *Digital Societies*, and Smith is editor of the Brill *Encyclopaedia of Critical Pedagogy*.

4.2.3 Learned Societies

During this REF period, five education colleagues have been elected Fellows of the Academy of Social Sciences (AcSS) (Brown, Felstead, James, Power and Walkerdine) and six have been elected Fellows of the Learned Society of Wales (LSW) (Brown, Felstead, Morgan, Power, Taylor and Walkerdine). These senior staff contribute to the work of the societies. For example, Rees and Power serve on the Scrutiny Committee for the LSW, and Power for the AcSS. Mannay, Fox and R. Evans have both been awarded LSW medals in this REF period.

During the REF period, James, Power and Smith have also served as elected Council Members for BERA where they have worked to promote the publications and prospects of ECRs.

4.3 WIDER CONTRIBUTIONS TO THE ECONOMY AND SOCIETY

In addition to research-focused collaborations and partnerships, education researchers in the School seek to use their experience and expertise for the wider public good.

Members in the School are actively engaged in the University's wider civic mission. In 2019, Mannay won the University's Excellence in Civic Mission Award for her work in supporting care-experienced youngsters. Additionally, Taylor and Power have been supporting the University's campaign to encourage University staff to become school governors in Wales. This involved collecting data through surveys and interviews and developing a new website, in partnership with Governor Cymru Services, to aid knowledge transfer among governors. The campaign increased the number of University staff serving as governors by 75%.

Colleagues also use their experience and contacts for the benefit of a range of charitable bodies through acting as trustees. For example, Barrance is Advisor to Plan International on Girls' Rights in the UK and a trustee of Play Wales. Power is a trustee of the Bevan Foundation, a research-driven think-tank that seeks to examine the root causes of inequality, injustice and poverty in Wales and develop practical solutions.

Concern with improving the conditions and prospects of the disadvantaged underpins much of our contribution to wider society. This is evidenced via CASCADE's award from Bright Starts in 2019 for facilitating the placement for a care-experienced young person.

Colleagues also contribute to general public debate about education. Taylor presented a public lecture on the challenges of Wales' proposed new national curriculum. Power has taken part in debates organised by the U3A on the merits and drawbacks of grammar schools; Lloyd has given presentations to the Education and Human Rights Commission and various trade unions, both within the UK and Europe, about the implications of robotics for the knowledge economy. We also

regularly give presentations on research at the Eisteddfod (Barrance & Scourfield), the annual Welsh-language cultural event, and the Eisteddfod Urdd (Barrance), its youth equivalent.

Brown's work on graduate employment has been widely covered by the BBC and featured in the Daily Mail and Western Mail. Felstead's research on skills appeared in the Metro, the Daily Mail and the New York Post. Other topics covered by the BBC, ITV and Channel 4 include school league tables (Power), the costs of the 'gap year' (Souto-Otero), 'looked after' children (Mannay), sexual exploitation of young people (Hallett), sex and relationship education (Renold) and young people's health (Morgan). Power has appeared twice on Radio 4's *Thinking Allowed* to discuss young people's charitable intentions and student aspirations. We also received significant coverage of our Covid-related research in recent months, with media appearances and international press coverage of the challenges of Covid-19 for children and young people (Power, Taylor) and for homeworking (Felstead).

Looking forward, Cardiff's education researchers remain committed to working with other researchers and stakeholders to address the enduring challenges of how to foster the education and wellbeing of *all* citizens from early childhood to adulthood. There is little doubt that the severity and scale of these challenges has been exacerbated as a result of Covid-19. Through partnership working, and with the completion of our flagship SPARK building, we believe that the School of Social Sciences provides an environment that will enable us to continue to make a difference through strengthening the rigour, relevance and reach of our education research.