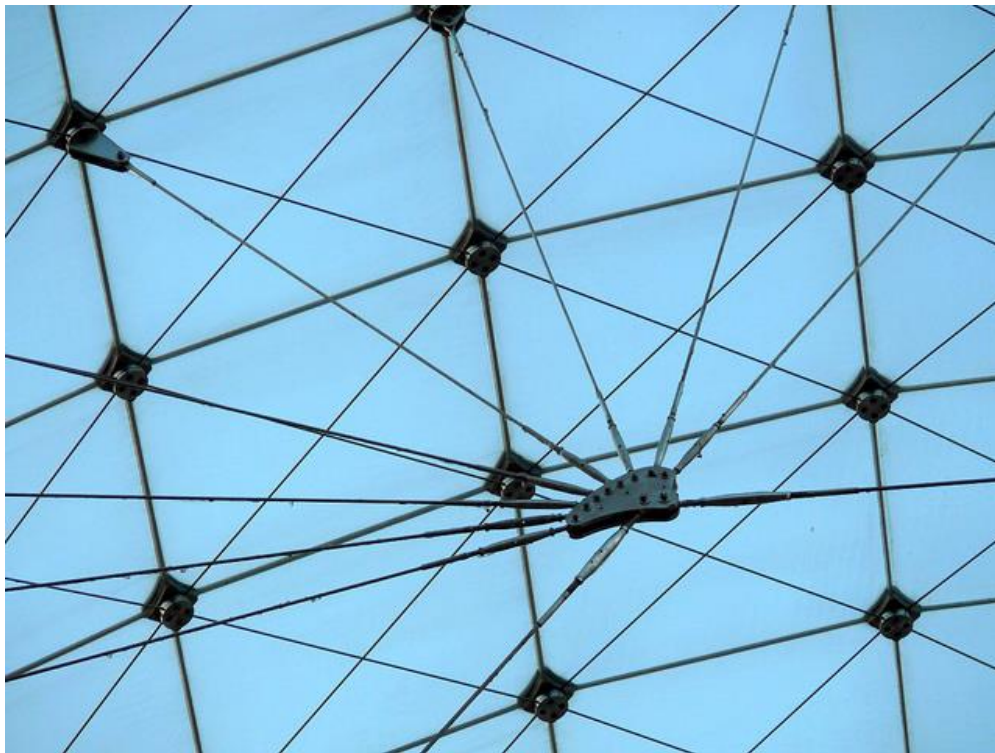


EVALUATION OF WISERDEDUCATION

Report to HEFCW



Alis Oancea, Nigel Fancourt, James Robson, Ian Thompson and Ann Childs

(with Jonathan Michie)

November 2017



The Department of Education at the University of Oxford is committed to combining world-leading educational research arising from diverse methodological approaches, disciplinary traditions and professional practices, with high-quality research-rich teacher education and postgraduate teaching and learning.

Alis Oancea is Professor of Philosophy of Education and Research Policy at the University of Oxford, where she is also Director of Research in the Department of Education.

Ann Childs is Associate Professor in Science Education in the Oxford University Department of Education.

Nigel Fancourt is Associate Professor in Education at the University of Oxford and Acting Director of the PGCE programme.

Jonathan Michie is Professor of Innovation & Knowledge Exchange at the University of Oxford where he is Director of the Department for Continuing Education and President of Kellogg College.

James Robson lectures in educational research methods and learning and technology on the MSc Education and MSc Learning and Teaching at Oxford University Department of Education.

Ian Thompson is Associate Professor of English Education in the Oxford University Department of Education and joint convener of the Oxford Centre for Sociocultural and Activity Theory Research.

Acknowledgements

We are very grateful for the openness and generosity with which our interviewees and survey participants have offered their knowledge, views and experience. The WISERDEducation team was exemplary in its support for the evaluation, and the collaboration with HEFCW was highly professional. As outsiders, we approached the evaluation with an open mind and a desire to learn from both the team and the participants. The process has enriched our understanding enormously and has made apparent to us the vast potential for high quality, diverse research and engagement across the Welsh HEI system.

Photo credit: Flickr, CC BY 2.0 - XoMEoX, <https://www.flickr.com/photos/xmex/11627449436/>

To cite this report: Oancea, A., Fancourt, N., Robson, J., Thompson, I., Childs, A. and Michie, J. (2017) *Evaluation of WISERDEducation. Report to the Higher Education Funding Council for Wales*. Caerphilly: HEFCW

1. EXECUTIVE SUMMARY

Remit

In June 2017 we were commissioned by HEFCW to:

- Undertake a multi-method evaluation of the outcomes of the HEFCW investment in WISERDEducation to date.
- Develop evidence-informed recommendations for HEFCW on understanding, promoting and building capacity for high-quality educational research in Wales.

Approach

The evaluation consisted of a survey of educational researchers in Wales (n=81), in-depth interviews with staff, management, policy-makers, and other key stakeholders (n=25), a site visit, programme mapping, documentary analysis, a digital engagement evaluation, and a value for money assessment.

Conclusions

The aims of the WISERDEducation programme were highly ambitious for the resource available. On balance, the data presented in this report suggest that some elements of the programme were seen by the relevant stakeholders as having met or exceeded expectations – for example in achieving its research, infrastructure and individual capacity building aims. Several interviewees and survey respondents pointed out the unique role of WISERDEducation as the “flagship” programme for capacity building in educational research in Wales. However, the delivery of other elements had been hindered by difficulties, many of which had to do with the persistent challenges that surround capacity building efforts at system level, including those specific to Wales. Particularly challenging were the aims of achieving institutional capacity building and change, contributing to teachers’ research literacy, and more widely raising the quality of learning and standards of teaching in teacher education. Achieving in particular the latter two aims would require larger investment and wider buy-in from relevant stakeholders in Wales.

The programme was particularly successful in its efforts to deliver large datasets based on high quality cohort studies, generate high quality academic outputs, develop its early career staff, and ensure good management. In addition, the no-cost extension enabled the team to secure additional funding and strengthen the knowledge base about research capacity building in Welsh ITE. Among the capacity building activities, particularly successful proved to be the provision of writing support (during the no-cost extension), the funded places to the WISERD conferences, and the tailored and bespoke interventions offered in collaboration with

institutional management. The programme appears to have been well conducted in terms of governance and management and value for money.

The most challenging activities of the programme were establishing joint collaborative projects with researchers and consultants from other institutions, supporting institutional capacity building in ITE settings, securing buy-in from all stakeholders, involving other partners in agenda setting, bids, design, and data collection, communicating and disseminating widely among all groups of stakeholders, and ensuring cohort data access and integration.

The programme encountered specific barriers, such as those related to its multiple and demanding aims relative to the budget available, or to the variable institutional responsiveness across Wales, as well as facing wider and more persistent barriers and challenges to capacity building in educational research in Wales. The latter included contextual and institutional challenges (e.g. the fast pace of systemic and policy change, conflicting pressures, the tensions between perceptions of research and teaching as functions of higher education institutions, financial uncertainties etc); individual-level (such as time, workload, support, professional cultures, employment conditions); and field-level (such as the size of research community, fragmentation, insufficient infrastructure, uneven spread of advanced research skills).

Recommendations

Drawing on all the evidence we have gathered, we recommend that the relevant stakeholders take action to (see chapter 7 for details):

1. Draw on lessons from WISERDEducation successes to prioritise future capacity building interventions for high-quality educational research in Wales, at individual, institutional, national infrastructure and strategy, and practitioner levels.
2. Invest in educational research that benefits the specific characteristics of the Welsh context.
3. Develop a strategic agenda for research training and mobility in education in Wales.
4. Conduct a review of how collaborative funding arrangements can incentivize the connections between different modes of education research (including social-scientific, humanities-based and pedagogical).
5. Consider setting up a funding scheme for small-scale catalyst grants.
6. Invest in infrastructure for research access, communication and integration.
7. Implement ongoing evaluation of policy investments in education and research capacity building.
8. Raise the profile of Wales-based educational research.
9. Host national debate and steer policy on a responsible educational research agenda for Wales.

CONTENTS

1. Executive Summary	2
2. The Evaluation	7
2.1. Introduction.....	7
2.2. Evaluation objectives.....	7
2.3. Evaluation questions	8
2.4. Design and methods.....	10
2.5. Documentary analysis	10
2.6. Site visit, in-depth interviews and network mapping	12
2.7. Online questionnaire survey	14
2.8. Value for money analysis.....	16
2.9. Validation of findings and development of recommendations	17
2.10. Ethical considerations.....	17
2.11. Limitations	18
2.12. Structure of report	18
3. Background.....	19
3.1. Policy and practice context	19
3.2. Programme aims and objectives	22
3.3. Programme structure and deliverables.....	23
3.4. Governance and management.....	26
4. Findings: Achieving the Aims and Objectives of the Programme	27
4.1. Capacity building for high-quality educational research across Wales.....	28
4.1.1. Model of capacity building	28
4.1.2. General awareness of WISERDEducation capacity building provision.....	30
4.1.3. WISERDEducation survey of educational research capacity in Wales	32
4.1.4. Funded places at the annual WISERD conference	32
4.1.5. Research coaching and mentoring	34
4.1.6. Fellowship placements	34
4.1.7. Writing support	35
4.1.8. Levels of capacity building.....	37

4.2.	Improved (teacher) education provision and standards.....	39
4.2.1.	Overall perceptions	39
4.2.2.	Research projects	41
4.2.3.	Directory of expertise	42
4.2.4.	Consultancy fund.....	42
4.2.5.	Doctoral research	43
4.3.	Augmenting stakeholders’ research literacy.....	44
4.3.1.	Perceived overall contribution	44
4.3.2.	Visits from WISERDEducation Staff	45
4.3.3.	Policy engagement	47
4.3.4.	Practitioner engagement.....	49
4.3.5.	Institutional resources.....	50
4.3.6.	Digital engagement	50
4.4.	Sustainable infrastructure for educational research.....	56
4.4.1.	Overall perception and awareness.....	56
4.4.2.	The cohort studies.....	57
4.4.3.	Data integration and access	59
5.	Findings: Programme Delivery	61
5.1.	Governance, management and planning	61
5.2.	Summary of programme performance	62
5.3.	Value for money	63
5.3.1.	Introduction.....	63
5.3.2.	Project inputs and costs	63
5.3.3.	Effectiveness.....	63
5.3.4.	Lessons learned	64
5.3.5.	Conclusion	65
6.	Findings: Challenges, Barriers and Lessons for the Future.....	66
6.1.	Barriers and challenges to realizing the aims of the programme 2012-17.....	66
6.2.	Persistent barriers to educational research capacity building in Wales	67
6.2.1.	Contextual and institutional barriers and challenges.....	67
6.2.2.	Individual-level barriers and challenges.....	68
6.2.3.	Field-related barriers and challenges:.....	68

6.3. Opportunities	69
7. Conclusions and Recommendations	70
7.1. Respondents' views on future priorities	70
7.2. Recommendations.....	71
8. Appendices	75
Appendix 1. Publication outputs.....	76
Appendix 2: External academic conferences and presentations.....	81
Appendix 3: External grants.....	84
Appendix 4: Staff and students.....	91
Appendix 5. Consultant and placement fellows	94
Appendix 6: Events	96
Appendix 7: Institutional visits.....	100
Appendix 8. Individual capacity building: coaching, mentoring, writing support, funded conference	102
Appendix 9: Data collection sweeps for cohort study	103
Appendix 10: Digital traffic	105
Appendix 11. References	113

2. THE EVALUATION

2.1. Introduction

On 8 June 2017, the Higher Education Funding Council for Wales commissioned a team from the University of Oxford to carry out an evaluation of the outcome of the HEFCW Strategic Development investment in WISERDEducation to date. WiserdEducation is a 3-year (1/07/2012-31/07/2015), £930,903¹ investment in developing educational research capacity and literacy in Wales, with a particular focus on research capacity in higher education institutions providing initial teacher education. As a result of non-funded extensions agreed with HEFCW in order to reinvest funds from areas of underspend in the first three years, the programme was in effect delivered over five years, ending in November 2017.

In commissioning the evaluation, HEFCW sought assurance that the original funding had been spent effectively, as well as evidence to inform the future activities of WISERDEducation. The team was thus asked to:

- Undertake a multi-method evaluation of the outcomes of the HEFCW investment in WISERDEducation to date.
- Develop evidence-informed recommendations for HEFCW on understanding, promoting and building capacity for high-quality educational research in Wales.

Thus, whilst the focus of the evaluation is on the original HEFCW grant, we have also included further activities and outcomes that were supported from the original investment during the extension period, as the longer time frame provides a more complete picture. As the end of the evaluation (with the report due on 23 October 2017) and the end of the extension period (November 2017) do not map onto one another, any activities carried out as part of the project after 1 October 2017 have not been included systematically.

2.2. Evaluation objectives

The evaluation objectives set out by HEFCW were to:

1. Analyse and report on the feedback from staff of WISERDEducation, and from education staff in institutions across Wales, particularly in the three centres of initial teacher education and training, in order to gather their views on the effectiveness, impact, management and delivery of WISERDEducation's objectives.

¹ Including £10,725 to support an ESRC-funded project 'Impact and effectiveness of widening access to HE in Wales', with £920,178 remaining for use on core WISERD Education activities

2. Determine whether, and to what extent, the activities of WISERDEducation have enhanced the capacity to carry out high quality educational research within the higher education sector in Wales, and have augmented the research literacy of teacher educators, practitioners, policy-makers and other stakeholders.
3. Evaluate the research activities carried out by WISERDEducation to determine whether they have improved the quality of learning and the standards of teaching and teacher education in Wales.
4. Evaluate the extent to which the work of WISERDEducation will support the Furlong recommendations in being taken forward.
5. Consider any barriers that WISERDEducation has had to overcome in achieving its objectives, and identifying solutions to those barriers identified if it is foreseen that they will occur in the future.
6. Identify how this capacity and activity can be sustained beyond the funded period.
7. Make evidence-based recommendations for approaches to be adopted in the future to maximise the impact and value for money from the work carried out by WISERDEducation.

These objectives were translated into three clusters of evaluation questions (see section 2.3), which were agreed with HEFCW and subsequently formed the basis of the evaluation design, conduct and report.

2.3. Evaluation questions

The following questions guided the evaluation:

1. AIMS, OBJECTIVES AND OUTCOMES

In the views of the team members and stakeholders, to what extent has WISERDEducation met its aims and objectives to date?

1.1. To what extent have the activities of WISERDEducation contributed to enhancing the capacity to carry out high quality educational research within the higher education sector in Wales?

1.2 To what extent have the activities of WISERDEducation contributed to augmenting the research literacy of teacher educators, practitioners, policy-makers and other relevant stakeholders?

1.3. To what extent have the research activities carried out by WISERDEducation contributed to improving the quality of learning and the standards of teaching and teacher education in Wales?

1.3.1. What are the staff and stakeholders' views on the actual and potential contribution of WISERDEducation to progress towards the recommendations of the Furlong report?

1.4. To what extent can the capacity and infrastructure developed through the overall WISERDEducation programme be sustained beyond the funded period?

1.5. To what extent have the individual components of WISERDEducation achieved their specific objectives and how have these objectives contributed to achieving the overall aims and objectives of the programme?

2. PROGRAMME DELIVERY

2.1. What are the views of WISERDEducation staff and of staff in institutions associated with the three centres of initial teacher education in Wales on the planning, management, delivery, outputs, outcomes, quality, and impact strategy of WISERDEducation?

2.2. To what extent has the WISERDEducation programme provided value for money in terms of effectiveness, economy and equity?

3. CHALLENGES, BARRIERS AND LESSONS FOR THE FUTURE

On the basis of evidence from WISERDEducation, what strategies are available to tackle persistent and recurring barriers to such activity in the future?

3.1. What are the views of staff and stakeholders on the barriers encountered by WISERDEducation and on the ways in which the programme tackled them?

3.2. What barriers do staff and stakeholders envisage as persisting or reoccurring in future activities aimed at maximising the impact of WISERDEducation and furthering its aims?

2.3. How can the impact and value for money from WISERDEducation be maximised in the future and how can the experience of WISERDEducation inform the development of future activities aimed at strengthening educational research in Wales?

2.4. Design and methods

The evaluation consisted of five inter-connected components that map onto the aims and questions outlined above, as illustrated in Figure 1.

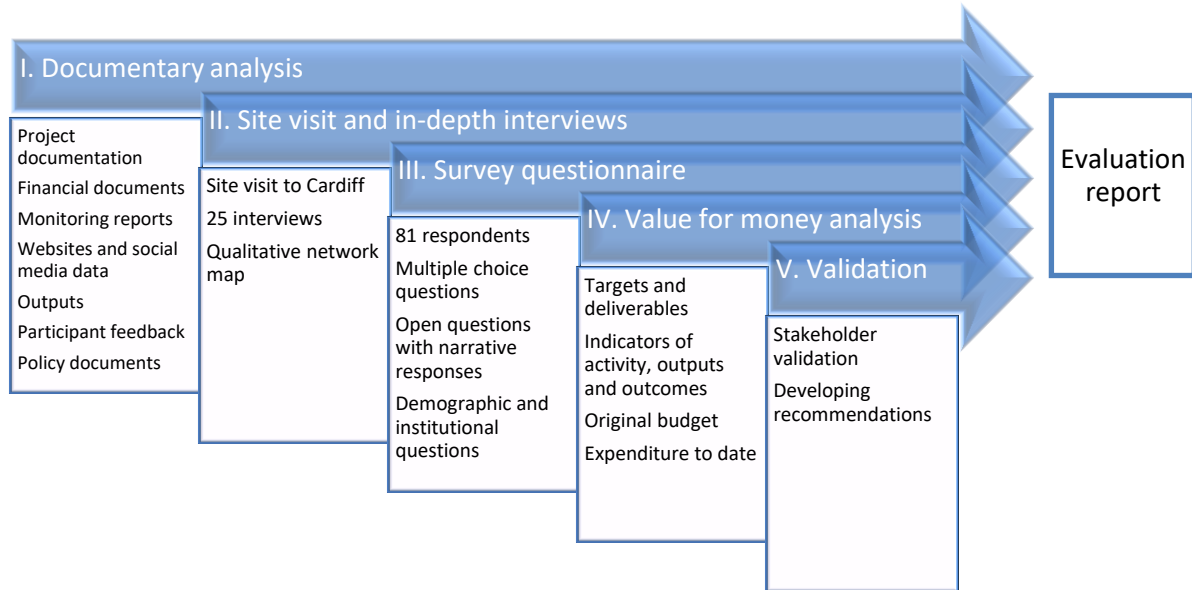


Figure 1. Evaluation design and data sources

2.5. Documentary analysis

In order to arrive at a descriptive account of the programme and its components and to carry out a desk-based review of its outputs and of its self-reported impacts and significance, we have analysed documents from the following sources:

- An initial pack supplied by HEFCW, consisting of commissioning documents, the original proposal as approved for funding, interim and monitoring reports with their appendices, and minutes of monitoring meetings;
- Additional documentation provided by the WISERDEducation team in response to our requests, including: a list of the programme's key targets and deliverables; interim reports; information on attendees to, and feedback from, some of the activities and events organized by WISERDEducation; lists of outputs; engagement and dissemination activities; information on digital engagement (content, channels, usage); internal documentation (such as the calls for applicants to the different activities); further research grants leveraged; feedback from the schools involved in the cohort studies;
- Digital engagement data harvested from websites and social media, to supplement the usage statistics provided by the WISERDEducation team;

- Online searches for profiles of researchers who had participated in WISERDEducation activities (placement fellows, consultant, PhD students, staff members, writing weeks attendees, mentees);
- Web-based search outputs, including: copies of project outputs; policy documents; media items; publication metrics.

The main aim of the documentary analysis was to create a descriptive and chronological account of the programme's aims, organization, management and governance, structure and development, and outputs. Three researchers analysed the documents independently and extracted relevant information, which was then cross-checked with (and gaps were filled in by) the WISERDEducation team during the site visit and through subsequent correspondence. Much of these data are summarized in Appendices 1 to 8.

The documentary analysis enabled us to develop an initial matrix for the value for money assessment (see component IV). The matrix includes the programme's targets and deliverables, together with indicators of the costs, inputs, process, outputs, and intended and assumed impacts of the programme. The data gathered in components II and III below enabled us to populate the matrix, although not all of the indicators initially identified proved to be relevant (e.g. quantifiable measures of practitioner impact).

Finally, the desk-based component of the evaluation included an evaluation of digital engagement. Data on user engagement related to the WISERDEducation website, blog posts, e-newsletter and the @WISERDNews Twitter account were provided by WISERDEducation for this evaluation. Data related to the @WISERDEducation Twitter account and the Facebook page were scraped directly from these online social spaces (all data related to digital and social media are included in Appendix 10). The evaluation focused on the levels of engagement across the different digital and social media, and in particular on the extent to which the project's digital communications strategy has contributed to the key aims of publicising and promoting the work of WISERDEducation to educational researchers, practitioners and policy makers (with a specific focus on those involved in Initial Teacher Education – 'ITE') across Wales, as part of a sustained effort to raise educational research capacity in Wales.

However, the digital engagement evaluation has several key limitations. Notably, web statistics only offer insight into the number of unique users accessing the digital sources; detailed information about how they engage with the material is lacking and demographic information (e.g. if users are involved in teacher education) is limited. Further, as highlighted by Power and Taylor (2017), the size of target population of Welsh researchers, teacher educators, practitioners and policy makers is not clearly known, making it difficult to judge, based on the digital data, what proportion of this population has been reached.

2.6. Site visit, in-depth interviews and network mapping

The fieldwork started with a site visit on 21 July 2017, scheduled to fit with the programme staff's commitments, and preceded by a preparatory telephone discussion with the programme's leadership on 7 July. A key element of the visit was a three-hour interview with the programme leadership and senior staff. The evaluation team met on the day before the interview to refine the questions and prepare documentation, and also debriefed after the visit. The visit included time for identifying sources of evidence about the reach of the programme's activities and about any interactions, exchanges and partnerships established along the way. We used a qualitative network-mapping technique to map these relationships over the course of the programme. This technique involved the evaluation team and the programme team collaboratively drawing connections and actors along a timeline; a member of the evaluation team served as a scribe. The technique enabled us to identify leads to follow in order to assess the reach of the programme's impact and also to select relevant sub-groups to be followed up in the survey. The interview was transcribed in full, with the transcript being supplemented by field notes and by the programme map.

Following on from the site visit, between August and October 2017 we carried out 22 additional face-to-face and telephone interviews; the final interviews were conducted in mid- to late-October. The interviews addressed the evaluation questions and also aimed to explore the networks around the programme in order to gather information about the significance of the programme's impacts. The timeframe for the interviews was more extensive than originally planned, due to the time commitments of the respondents, particularly as the evaluation period overlapped with both the summer holiday and the current process of reform in teacher education in Wales.

Over the duration of the evaluation we spoke with 25 interviewees in total, drawn from the following groups: WISERDEducation leadership and staff; leadership and staff at different levels in institutions with ITE provision across all teacher education centres; staff working at a policy level in different relevant organisations in Wales, whether with or from the Welsh Government; participants in and beneficiaries of WISERDEducation activities, with the intention to include researchers at different career stages and practitioners; and other key individuals in the current and recent context of capacity building, education, and teacher education reform in Wales. The interview sample was based on recommendations by senior WISERDEducation staff, HEFCW, analysis of project documentation, snowball referrals from other interviewees, and our knowledge of the education sector in Wales. We also extended an invitation to participate to the population contacted for the survey questionnaire (see below), and we contacted personally all the individuals who provided their details as a result.

The interviews were semi-structured using appropriate protocols as a guide. Separate interview protocols were designed for the categories of: 1. WISERDEducation staff; 2. ITE stakeholders; 3. Policy makers; 4. Participants and beneficiaries; 5. Headteachers, teachers, and practitioner or regulatory organisations; and 6. Other key stakeholders. The appropriate protocol was shared with the respondents before the interview. Where possible, interviews using particular

protocols were conducted by the same person. All interview protocols, ethical documentation and initial emails were translated into Welsh and interviews were offered in either English or Welsh, but all participants agreed to be interviewed in English. With two exceptions, all of the interviews were one-to-one. Participants were contacted initially by email and interviewed either in person (n=4) or by phone call/Skype (n=18). Informed consent was obtained and the interviews and subsequent transcriptions were kept securely.

Overall, we contacted personally via email 38 people, 25 of whom agreed to be interviewed. The final sample, described in Table 1, included HEI staff, representatives of governmental, regulatory or professional bodies, and other key individuals. We were either unable to identify or to obtain consent from any participants who are currently practicing headteachers, teachers, or inspectors. Some of the other participants had until recently held such roles or were involved in organisations with knowledge of them and thus offered their views from both angles. The sample included representatives from each of the universities involved in the three current ITE centres (Aberystwyth, Bangor, Cardiff Metropolitan, South Wales and Wales Trinity St David) and each of the partner universities in WISERD (Aberystwyth, Bangor, Cardiff, South Wales and Swansea). In each of the ITE institutions, the participants included at least one member of senior leadership and one member of staff at a different career stage.

Table 1. Description of the interview participants

Characteristic	Sub-groups	Count
Institutional affiliation	NMWCTE	2
	SWWCTE	3
	SEWCTE	3(+1) ²
	Government, regulatory or professional bodies	5 (+1)
	Practitioners	0 (+4)
	Other key stakeholders	3
	WISERDEducation staff	9
Academic positions (including interviewees with dual roles)	Full and Emeritus Professor	9
	Senior Lecturer	4
	Lecturer	3
	Research Associate	3
	Doctoral Researcher	1 (+2)
	Research and Data Technician	1
	Not applicable	4
Highest reported qualification	Phd/EdD	17
	Masters	4
	Other/ not reported	4
Teaching qualification	Yes – reported	7
	Not reported	18
Gender	Female	11
	Male	14

² Supplementary numbers in brackets denote interviewees who held, or had held until recently, dual roles.

The interviews were transcribed in full and analysed using a mixed strategy of deductive coding (chunking data into key categories derived from the evaluation questions) and inductive coding and interpretation (identifying key themes that describe each interviewee's account, and then creating a narrative synthesis of those themes that were either most richly developed in the interviews, or expressed unique and relevant positions). The reporting of the interviews will omit some of the detail as not doing so may make some of the interviewees identifiable. Ethical procedures are described in section 2.9 below.

2.7. Online questionnaire survey

In order to gain a more holistic view of the impact WISERDEducation has had across higher education institutes in Wales, a nationwide survey of those involved in educational research and/or ITE was undertaken. The survey was delivered online through Bristol Survey's secure service and was live between 18 August 2017 and 5 October 2017.

To develop the questionnaire we used information gathered through the site visit interviews and network map and from an earlier survey (Power and Taylor 2017) aimed at gathering information about the impacts of the programme, with particular focus on research literacy among teacher educators and trainee teachers, on teaching practice and teacher education standards, on research capacity in teacher education centres, and on engagement in pedagogical research. We adapted the questionnaire developed by Power and Taylor (2017) in their study of educational research in higher education in Wales to bring in more evaluative questions. In addition to multiple-choice or closed questions, we included open questions, which elicited a rich body of data. The resulting questionnaire consists of four main sections focused on the following areas:

- Characteristics of the respondents: contract, sector, responsibilities, qualifications
- Engagement with educational research
- Engagement with and perceptions of WISERDEducation
- Educational research capacity in Wales

The survey was distributed to a database of individuals deemed to be working in education in HEIs in Wales. This list of names was based on the database used by Power and Taylor in their 2017 survey (n=444) that had been shared with the evaluation team. The database was then enhanced by hand searches and compared with publically available staff lists on Departmental websites for each institution. Members of staff that had left the Welsh higher education context (for example, by moving to institutions outside Wales or to sectors other than education) were removed from the list and members of staff that had joined the institutions were added to the list. A decision was made to include doctoral students where email addresses were publically available, as many doctoral students might also be members of staff involved in ITE or active practitioners. This led to a final list of **484** individuals.

However, as highlighted by Power and Taylor (2017), finding and correctly identifying all individuals working in the fields of educational research and ITE in Wales is a challenge. In some institutions there are no separate departments of education, not all members of staff will be correctly included on departmental websites, and staff in other departments may also be engaged in educational research and supporting ITE. The database may therefore not be complete. Equally, it may include individuals who may not necessarily self-identify as educational researchers or teacher educators. The database was therefore complemented by a snowball strategy. Key gatekeepers in ITE institutions were asked to distribute the survey among relevant staff. All recipients were also invited to share the survey with relevant colleagues.

The questionnaire was distributed in English and Welsh through individualised personal emails to each person on the database on 18 August. The survey was then re-circulated twice, on 7 September and 21 September, and was closed on 5 October. Ethical information was shared, and consent was secured, as part of the online questionnaire.

The survey elicited a total of 81 complete responses (70 in English and 11 in Welsh). Given the previously highlighted challenges in identifying the population, determining response rates with accuracy is problematic. Still, it compares well with Power and Taylor’s survey, focused on broadly the same population and running for approximately six months, which generated 107 complete responses. Given the time limitations for this evaluation and the necessity of running the survey across the academic vacation period, gaining 81 responses over one month is deemed to be acceptable for this study.

25 (30.9%) respondents were located in North and Mid Wales, 36 (44.4%) were located in South East Wales, and 20 (24.7%) located in South West Wales. As indicated in Table 2, the majority of the respondents had started working in HEIs in Wales after 2000. With only 10 respondents starting working in Welsh HEIs after 2015, it is likely that the majority of individuals would have been employed in the sector when the WISERDEducation team was first undertaking outreach work across Wales and seeking collaborators in 2013-14. As such, the majority of respondents had the potential to engage with the project.

Table 2. Description of survey respondents

		%	Count
Geographic Location	North & Mid Wales	30.9	25
	South East Wales	44.4	36
	South West Wales	24.7	20
Year started work in HE in Wales	2000 and prior	12.3	10
	2001-08	28.4	23
	2009-14	30.9	25
	2015-17	28.4	23
Employment	Full time	72.9	59
	Part Time	27.2	22
Type of Contract	Ongoing/ Permanent	81.5	66
	Fixed Term	13.6	11
	Zero hours/ variable	4.9	4

Contracted Employment Function	Teaching & Research	51.9	42
	Teaching Only	30.9	25
	Research Only	9.9	8
	Teaching and Scholarship	3.7	3
	Management & Professional	3.7	3
Role	Lecturer/ Senior Lecturer	74.1	60
	Professor	8.6	7
	Research Assistant	1.2	1
	Postdoctoral Fellow/ Officer	2.5	2
	Research Associate	2.5	2
	Research Student	2.5	2
	Other	8.6	7
ITE Involvement	Not Involved	58	47
	Involved	42	34
Highest Qualification	PhD	40.7	33
	Professional Doctorate	4.9	4 ³
	MPhil	3.7	3
	Masters	42	34
	Postgraduate Certificate	7.4	6
	Bachelors	1.2	1
Teaching Qualification	PGCE/ Cert/ QTS	66.7	54
	None	33.3	27
	PhD and Professional doctorates who also have teaching qualifications	28.4 (70% of respondents with doctorates)	23

Given the limited number of responses, we analysed them using two strategies: basic descriptive statistics of the quantitative data, complemented by qualitative thematic analysis of the responses to the open questions.

2.8. Value for money analysis

The initial matrix developed in Stage I was populated with qualitative and quantitative information from the other components of the evaluation in order to assess the economy, efficiency and effectiveness of the programme's use of resources. The accuracy of this information was validated with the WISERDEducation team (see 2.9).

³ Note that individuals who had both an EdD and a PhD have been included under "PhD" for highest qualification.

2.9. Validation of findings and development of recommendations

The programme mapping and output data (Appendices 1-10) were shared with the WISERDEducation team, who corrected inaccuracies and/or omissions. The final report was reviewed for accuracy by the WISERDEducation team, resulting in a minor factual correction.

2.10. Ethical considerations

This evaluation has been conducted in the light of the generally accepted principles of educational research ethics (BERA 2011), and has been approved according to the University of Oxford's ethics procedures. All participants were initially addressed in English, but given the option of using Welsh instead. Copies of all of the instrumentation were produced in both languages, with Welsh language assistance from HEFCW. In the event, all interview participants agreed to be interviewed in English, while the Welsh version of the survey attracted 11 responses, and the English version, 70 responses.

Respondents to the survey were informed in writing of the nature and purposes of the evaluation, and then the broad principles of confidentiality and anonymity were set out. This element of the evaluation was completely anonymous, with an option to provide contact details in order to be contacted further for interview. Respondents could also choose whether their data would be used solely in the evaluation or whether it could be used for research more widely; one person limited their data use to the evaluation only.

For interview respondents, the same ethical principles were explained, as was the option of opting out of further research. Further, respondents had a second option to waive anonymity both for the evaluation itself and for any further research publications by the evaluation team. Those in positions of institutional leadership were also given a third option of waiving institutional anonymity. In the event, all interview participants agreed to allow the data to be used for both evaluation and research purposes, but they all chose to retain individual and institutional anonymity. As a result, none of the quotes included in this report will reference any particular institution.

The evaluation team have been conscious in producing this document that most respondents are part of the educational research community in Wales, and therefore potentially known to HEFCW and to each other. Thus, the evaluation team have sought to edit any revealing information out of quotations, and to aggregate some of the comments so that they are not attributable to one individual or institution.

The evaluation data are to be stored securely in Oxford for as long as they are of academic value.

2.11. Limitations

In interpreting this report the reader is invited to take into account the following limitations.

1. The dynamic political, policy and institutional agendas at play in the wider context of the evaluation have influenced potential respondents' decision to participate or not, as well as the views expressed.
2. The short timeframe for the evaluation (June-October 2017) overlapped with the summer holiday and with a particularly significant time in ITE reform in Wales, both factors that may have hindered potential participants' ability to respond. In particular, we have been unable to access currently school-based interviewees (but note that some of the interviewees had a recent professional background as headteachers or teachers) and also some of the beneficiaries of the programme. We have instead been given access to feedback collected from these two groups by the WISERDEducation team to complement the data we gathered.
3. The survey sample is self-selected, from among an insufficiently defined population. This means that we were unable to calculate meaningfully the response rates and to use more sophisticated statistical techniques.
4. Although overall the size of both samples is limited, when analysed jointly with the documentary and digital evidence, we were able to note recurrent themes and patterns within each of the stakeholder communities of relevance, and thus we are satisfied that the data have reached a sufficient level of saturation for the purposes of the evaluation.
5. The limited resources available to the evaluation meant that we have not been able to trace the qualitative impacts of the programme in more detail. As the indicators of impact showed limited awareness of and participation in the programme across some communities, we made a decision to stop once the information was sufficiently fine-grained for interpretation, and to complement it with additionally-gathered data on participants' perspectives on the wider context and future prospects for educational research capacity building in Wales.

2.12. Structure of report

The remainder of this report describes the WISERDEducation programme (Section 3), presents the findings of the evaluation, organized around the three clusters of questions (Sections 4-6); draws conclusions and offers recommendations (Section 7).

3. BACKGROUND

3.1. Policy and practice context

In evaluating WISERDEducation it is important to take into account the wider policy and research landscape in Wales in order to contextualise both its creation and its subsequent development. First, WISERDEducation can be seen as a specific initiative to enhance research capacity in education, so the wider research and higher education landscape is relevant. Second, it was intended to contribute to teaching and teacher education, so should be seen in the light of changing conceptions of teaching and especially teacher education in Wales. In what follows, we adopt a chronological account of these two foci, roughly divided into the period from devolution up to the formation of WISERDEducation in 2012, and the period afterwards.

In the decade following devolution, the Welsh Government immediately started addressing all facets of education (Welsh Assembly Government 2001; 2004; 2006; 2009a; 2009b). It considered ways of supporting teacher education, including the role of teacher research as part of professional development (Egan and James 2002; GTCW 2002, 2003, 2006a, 2006b, 2007), and even piloted chartered teacher status with a classroom research element (GTCW 2007; Egan 2009). These policies were also informed by Furlong, Hagger and Butcher's (2006) report on the structure of initial teacher education in Wales, which led to the creation of the three regional centres for initial teacher education across Wales. However, the full implementation of these recommendations was given urgency by Wales' poor performance in the PISA rankings in 2009 (Bradshaw, Ager, Burge and Wheeler 2010). At the same time, wider discussions about support for social research in Wales led to the establishment (in 2008) of WISERD across five Welsh Universities.

In parallel during this decade, Furlong and White (2001) had opened up a discussion on the challenges for developing educational research capacity in Wales. The work of the Welsh Educational Research Network (2007-09), jointly supported by HEFCW and ESRC, aimed to "trial a funding and support structure... that harnesses[d] collaboration between institutions" (Gardner, 2008, p. 4). The Network drew on a social practices model of professional development in order to 're-build capacity' (Tanner and Davies, 2009) in educational research. WERN's model included competitive allocation of bursaries for joint development of research proposals by groups of researchers from different institutions, and in its second year also for small-scale research projects and for Collaborative Fellowships, a mentorship scheme for new and mid-career researchers. The initiative's evaluation reports noted the need for a "strategic lead" and investment at national level to sustain "the importance of educational research" to policy, practice and academic knowledge (Gardner, 2009, p. 21) and to stop "the collapse in Welsh educational research capacity" (Gardner, 2008, p. 5).

Discussion on educational research came to the fore again after the publication of the Research Assessment Exercise's results for education (RAE 2009), notably in concerns that submissions had fallen since the previous RAE in 2001 (Daugherty and Davies, 2009), and about its still relatively fragile position within the UK (Pollard and Oancea, 2010).

WISERDEducation's creation in 2012 with a £930,903 investment from HEFCW was a response to these different needs, built on a recognition that educational research capacity needed developing, and that research was a vital component in teacher education and development. Funded by HEFCW, it was partly a vehicle for building research capacity, and partly for developing research-rich teaching and teacher education, while sustaining a clear commitment to quality in educational research design, outputs and infrastructure.

Meanwhile, however, policy on teacher education was changing, particularly as two later OECD evaluations were less than enthusiastic (OECD, 2014, 2017). Estyn noted that, despite numerous improvements, "an imbalance [existed] between investment in mechanisms that hold schools and other providers to account and investment in strategies to build capacity in the workforce" (Estyn, 2013: 17). In 2012 a review of initial teacher training was published (Tabberer, 2013) (the 'Tabberer Review'), which lamented the lack of progress in fully realising the aspirations of the Furlong et al (2006) report. It urged that teacher educators should 'strengthen research engagement among tutors and trainees so that teaching and teacher training are strongly influenced by practical, scientific inquiry methods' (Tabberer, 2013, p. 25). One practical development at the same time was the emergence of the 'Masters in Educational Practice' which ran from 2013 until 2017. Moreover, after the Tabberer Review, Furlong was asked to produce a new report on the future of initial teacher education in Wales (Furlong, 2015). The key outcome of the review was the abandonment of the three ITT centres, and the start of a re-accreditation process (Welsh Government 2017a). More broadly over this period, a review of curriculum was under way (Donaldson 2015), as was the creation of a new professional body for teachers - the Education Workforce Council - to replace the General Teaching Council for Wales.

Over the same period, significant changes were introduced to the higher education fees and funding system with an increase in full-time undergraduate (and PGCE) fees to £9,000 from 2012/13. In Wales the increased cost to Welsh-domiciled students was covered via a tuition fee grant utilising HEFCW grant funding. Over a five year period HEFCW ITT funding declined from more than £11m in 2011/12 to around £11k in 2016/17; HEFCW funding for full-time undergraduate and PGCE provision was largely removed. Funding for ITT strategies, which was designed to encourage joined up collaborative approaches across the initial teacher education centres, was removed and the institutions within each centre were funded for ITT primarily through the tuition fee income - thus removing the incentive for them to work together rather than in competition⁴. During this period Estyn was unable to inspect. In parallel, the entire higher education system in Wales was in flux, with a range of institutional mergers and restructurings, some of which affected directly the provision of teacher education and of educational research.

The educational research landscape also shifted in the period after WISERDEducation's inception. First, the 2014 Research Excellence Framework provided further indications of the state of educational research (REF, 2014), with no submissions from the institutions engaged in ITE provision. In response, Power and Taylor (2016) produced a survey of current capacity, and,

⁴ Source of fees and funding data: HEFCW records.

more widely, the Learned Society of Wales commissioned a review of research impact across all disciplines, including educational research, with a well-performing impact submission to the Education sub-panel from Cardiff University (Hewlett and Hinrichs-Krapels, 2017). The review found that (largely applied) social science had overall outperformed the rest of the UK in the impact assessment component of REF 2014. However, the wider higher education landscape has been substantially called into question by two recent reviews: one on funding and student finance arrangements in higher education (Welsh Government, 2016) (the 'Diamond review'), and the other on post-compulsory education more widely (Hazelkorn, 2016).

Despite the lack of REF 2014 educational submissions beyond the successful submission for Cardiff University, our respondents indicated diverse research interests in ITE departments and an appreciation of the range of approaches available to educational research; some spoke of more recent "green shoots". Some also commented that education is now one of the subjects within the ESRC-funded Welsh Doctoral Training Centre (ESRC Wales Doctoral Training Partnership, 2017).

Therefore, the findings of this evaluation report need be read against the complex and changing policy landscape within which WiSERDEducation has operated, which have both provided the opportunity for it to exist but also may have potentially pulled it in different directions.

3.2. Programme aims and objectives

As stated in the original proposal, WISERDEducation's aims were:

- to enhance the capacity to carry out high quality educational research within the higher education sector in Wales;
- to undertake research activities designed to improve the quality of learning and the standards of teaching and teacher education in Wales;
- to undertake translational activities to augment the research literacy of teacher educators, practitioners, policy-makers and other stakeholders;
- to put in place an infrastructure which will ensure that this capacity and activity can be sustained over the long term, leading to increased recognition of high quality education research in Wales in future UK-wide research assessment exercises.

The core ambition of the programme was to contribute to changing the landscape for education research in Wales, while “establishing itself as a sustainable and high profile strand of WISERD based on the engagement of education researchers from across Wales” (WISERDEducation proposal, 2012). This key strategic outcome was operationalized from the outset in terms of the following performance objectives:

- Formation of active cross-institutional research teams as measured in high impact journal publications and successful grant bids;
- Securing funding of at least £100,000 per annum after the final year to ensure ongoing investment in longitudinal research programme;
- 15 papers submitted to peer reviewed journals;
- Establishment of a high quality data archive which will comply with UK Data Archive requirements;
- International recognition of research excellence through submission of conference papers to international and peer-reviewed conferences (e.g. AERA, ECER).

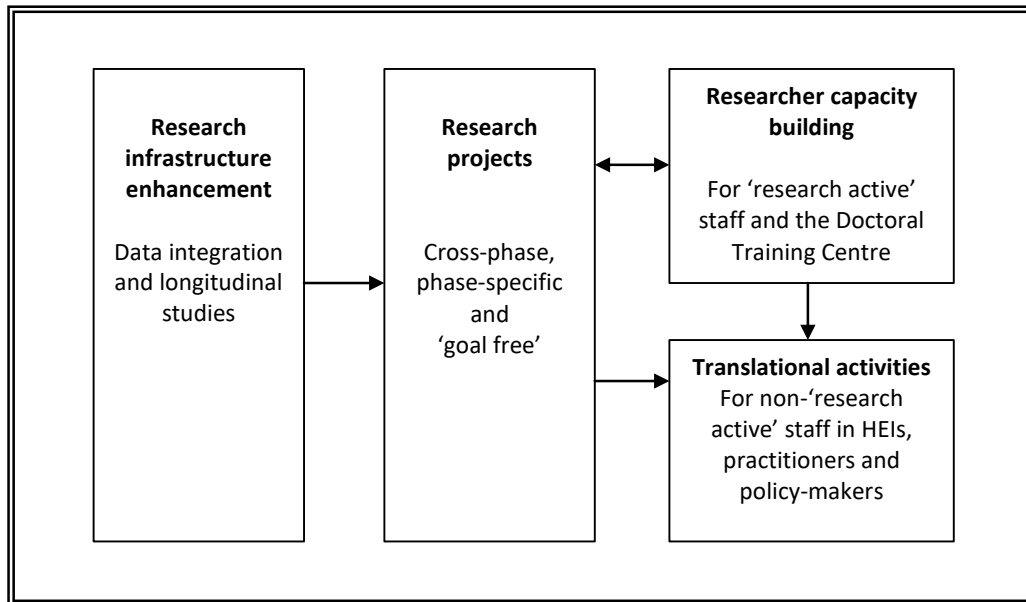
In 2015, as a result of significant underspend (for example, on consultancies), the team was granted a two year no-cost extension in order to direct spending to activities that had proved more effective and also to take into account the recommendations of the Furlong (2015) report and the changes to the teacher education landscape. At that point, the team re-assessed the strategic objectives and performance indicators in the light of the drastic changes that had occurred in the higher education context in Wales since the inception of the programme. In particular, the team concluded that one of the original objectives was not achievable within the scope of a short or medium-term programme such as WISERDEducation (“Formation of active cross-institutional research teams as measured in high impact journal publications and successful grant bids”) and instead proposed two new performance objectives:

- Provision of a framework of institutional support for research capacity building;
- Development of research resources to support the research literacy across the education system.

3.3. Programme structure and deliverables

The programme was configured around four components, as illustrated in Figure 2.

Figure 2: The Configuration of the programme (source: WISERDEducation proposal)



The key activities planned for the Research Infrastructure Enhancement component consisted of the establishment of a series of longitudinal cohort studies and of data integration work across different research and administrative datasets, such as: the National Pupil Database (including the Pupil Level Annual Schools Census, the Millennium Cohort Study, Higher Education Statistics Agency student data, and Lifelong Learning Wales Records, the National Survey for Wales, the Health Behaviour in School-aged Children); PISA; Understanding Society; and data derived from the evaluation of the Foundation Phase. The longitudinal studies aimed to include four cohorts drawn from across rural, semi-rural and urban primary and secondary settings in the three regions of Wales (as covered by the three collaborative ITE centres in Wales), and with data collected at student, teacher, and institutional levels.

The intention for the Research Projects component was to build on the cohort data to address specific questions, supplemented with additional data where required. The projects would be phase-specific (primary/ secondary), but also cross-phase and “goal free”. Whilst they would generate outputs in their own right, one aspiration was that the projects would also function as “demonstration projects” to “draw in” ITE colleagues and less experienced researchers. The original intention was to undertake at least three projects a year.

Researcher Capacity Building was a key component consisting of a portfolio of activities aimed at developing new researchers but also improving the quality of expertise among existing educational researchers and facilitating the engagement of less experienced researchers in high

quality research. The mechanisms planned for this purpose included: funded placements of up to three months (in Cardiff, Aberystwyth or Bangor); research coaching days built into institutional visits by the WISERDEducation team; a consultancy fund for buying out research time; funded places at the WISERD annual conference. In the final two years (the non-cost extension beyond 2015), capacity building plans concentrated on developing resources for ITE institutions and providing *in situ* and residential support for research writing.

Finally, Translational Activities were aimed at increasing the research literacy among education professionals (teachers, trainee teachers, teacher educators, policy-makers). Plans included: digital dissemination via the WISERD portal, including e-learning resources; research roundtables with teacher educators and practitioners in different locations throughout Wales; and the identification of research champions in ITE institutions. During the two-year non-cost extension, these plans were fleshed out further, by including policy engagement and in particular practitioner engagement (in the form of access to data, roadshows, professional placements, and annual reports to participating schools).

The programme’s targets and deliverables reflect this structure. Table 3 summarises these targets, as well as the key performance indicators identified at the inception of the project.

Table 3. Milestones, targets and performance indicators (Source: WISERDEducation proposal)

Milestone	Strategic targets	Performance indicators
End Year 1 (1 July 2012- 30 June 2013)	Development of research plan and cohorts Identification of potential project teams Raise national profile of WISERDEducation Commencement of full longitudinal research programme and data integration	Recruitment of 7 project staff (3 researchers, 1 administrator, 1 data technician and 1 teaching replacement) Identification of 2-3 academic staff to be involved from each of the WISERD partner HEIs Identification of cohorts Launch Completion of first sweep of data WISERDEducation visits to every HEI in Wales Identification of 3 academic staff from non-WISERD HEIs for placements Identification of 6-8 academic staff from any Wales HEI to act as project consultants Submission of research project papers (3) to peer-reviewed journals (at least half of which cross-institutional)
31 January 2013 and 31 July 2013	Monitoring reports to HEFCW	Reports submitted on time
End Year 2 (1 July 2013- 30 June 2014)	Embedding of research teams Emergence of publications profile Raise international profile of	Recruitment of 1 further teaching replacement Follow-up WISERDEducation visits to every HEI in Wales Identification of 3 academic staff from non-

	<p>WISERDEducation</p> <p>Second sweep of longitudinal research programme and data integration</p> <p>Commencement of data archiving strategies</p>	<p>WISERD HEIs for placements</p> <p>Identification of 6-8 academic staff from any Wales HEI to act as project consultants</p> <p>Successful completion of cohort sweep</p> <p>Mentoring meetings in affiliate partner institutions</p> <p>Successful submission of proposals (2) to international conferences</p> <p>Submission of research project papers (6) to peer-reviewed journals (at least half of which will be cross-institutional)</p> <p>Establishment processes for developing high quality data archive which will comply with UK Data Archive</p>
31 January 2014 and 31 July 2014	Monitoring reports to HEFCW	Reports submitted on time
End Year 3 (1 July 2014- 30 June 2015)	<p>Continuation of longitudinal research programme and data integration</p> <p>Consolidation of international profile</p> <p>Consolidation of publications and international profile</p> <p>Development of proposals to secure further funding of at least £100,000</p> <p>End of Award evaluation (deferred until 2017, see below)</p>	<p>Follow-up WISERDEducation visits to every HEI in Wales</p> <p>Identification of 3 academic staff from non-WISERD HEIs for placements</p> <p>Identification of 6-8 academic staff from any Wales HEI to act as project consultants</p> <p>Successful completion of cohort sweep</p> <p>Successful submission of proposals (3) to international conferences</p> <p>Submission of research project papers (6) to peer-reviewed journals (at least half of which will be cross-institutional)</p> <p>Deposit data with UK Data Archive (deferred until 2017, see below)</p> <p>Submission of bids (4) to ESRC and other funders to secure £100,000</p>
31 January 2015	Monitoring report to HEFCW	
31 July 2015	Final report due Funding ended. Non-cost two-year extension granted	
Years 4-5 (1 August 2015- 30 Nov 2017)	<p>Attracting funding for sustainability</p> <p>Provision of a framework of institutional support</p> <p>Development of research resources to support research literacy across the education system</p> <p>[Cohort study to continue</p>	<p>Deposit data with UK Data Archive</p> <p>Attract at least one PhD studentship</p> <p>Applications for tenders</p> <p>Policy engagement, including WISERDEducation mini-conference (Spring 2016)</p> <p>Conduct of a survey of teacher education in Wales (summer 2015)</p> <p>Developing capacity building resources for institutions: a research needs assessment</p>

	through leveraged additional funding; sweep 5 collected this way]	survey for ITE providers and a staged career plan for teacher educators Roadshows and Roundtables at HEIs In situ and residential (writing week at Gregynnog) support for research writing Make the cohort data available to education practitioners and students doing individual research projects for the Welsh Baccalaureate Research roadshows with practitioners on the Master in Educational Practice Annual reports to the schools participating in the cohort studies Placements for educational professionals from outside HEIs
8 June - 7 November 2017	End of Award evaluation	

As indicated in Table 3, a number of variations occurred to the original timetable. The Year 3 targets were delayed by the slower than anticipated recruitment process for staff; a no-cost extension of 6 months was thus granted and the first interim report was submitted in July 2013. The start of one Cohort for the longitudinal study was also deferred to Year 2, due to issues with access and timing of the survey. Following a further two year no-cost extension granted in 2015 (to redirect efforts and to strategically pursue impact on teacher research literacy and institutional strategy for research in teacher education), the depositing of the data with the UK Data Archive and the end of award evaluation were also delayed, until 2017.

3.4. Governance and management

WISERDEducation was managed by a dedicated team of two senior academics whose time on the project was built into the grant in the form of replacement teaching cover. Prof Sally Power directed and managed the programme, supported by Prof Chris Taylor. The senior team held regular monitoring meetings with HEFCW. In addition, a Data Strategy Group was constituted to input in the infrastructure plans, and the group met twice to discuss issues of data integration. The original proposal also included plans to create a Stakeholders' forum.

The scope of WISERDEducation extended beyond the WISERD partnership to include all the ITE providers from the three centres of teacher training. At the same time, the agreement with WISERD meant that WISERDEducation was also included within WISERD's existing governance system of Advisory Board and Executive Group, which were expanded to include greater educational representation. Both Sally Power and Chris Taylor are members of WISERD's Executive Group; Ken Mayhew, Alice Sullivan and Geoff Whitty are external senior education researchers sitting on the WISERD Advisory Board.

4. FINDINGS: ACHIEVING THE AIMS AND OBJECTIVES OF THE PROGRAMME

This section addresses the first cluster of evaluation questions. The umbrella questions for this cluster are:

- In the views of the team members and stakeholders, to what extent has WISERDEducation met its aims and objectives to date?
- To what extent have the individual components of WISERDEducation achieved their specific objectives and how have these objectives contributed to achieving the overall aims and objectives of the programme?

The subsidiary questions are restated below in each of the relevant sections.

Although we split the project activities among the four sections below, we acknowledge that most of them would have been designed to contribute to more than one programme aim. The division we operate is for presentational purposes.

4.1. Capacity building for high-quality educational research across Wales

WISERDEducation aim:

To enhance the capacity to carry out high-quality educational research within the higher education sector in Wales

Specific activities:

Capacity survey; funded annual WISERD conference places; mentoring, coaching and fellowship placements; writing support; institutional resources

Evaluation question:

To what extent have the activities of WISERDEducation contributed to enhancing the capacity to carry out high quality educational research within the higher education sector in Wales?

This component of the evaluation aimed to gauge the extent to which the capacity building activities were carried out as planned, and to capture perceptions of levels of participation, response, outcomes and the sustainability of these activities.

4.1.1. Model of capacity building

The WISERDEducation team made an explicit decision to concentrate capacity building efforts on key strategic groups, in particular on staff and leadership in institutions with ITE provision, on mid- and early-career staff (rather than mainly on doctoral students), and on staff with unique areas of expertise whose research may have been hindered by the lack of critical mass, networks, or research culture in their home institutions. Most respondents deemed these choices appropriate, but some argued instead in favour of specific support for practitioner researchers and also for research in the WISERD institutions. In addition, some of the respondents felt that take-up had been greater in South Wales than in North Wales.

The model of capacity building pursued in the programme was distinctively social-science oriented, with a specific intention to base it on a lasting infrastructure arising from high-quality research. Thus, unlike non-formal models of collaborative communities of practice or grassroots networking, and also unlike more formal hub-and-spoke models, capacity building in WISERDEducation was organized around a (practical and methodological) research skills and infrastructure development agenda. Although the WISERDEducation team acknowledged the importance of methodological diversity, the programme itself was mainly directed at the

development of quantitative skills and datasets, which the team saw as an area of diminished capacity but great potential for high quality research in Wales.

The analysis of the open answers submitted to the survey and also of the in-depth interviews suggests that interpretations of what counts as research across the different stakeholder communities were divided between practice-based research (including practitioner, action, and subject pedagogical research) and social scientific-based research (including theoretical, quantitative, qualitative and mixed designs, as well as what the WISERDEducation team labelled 'goal-free research'). The programme's commitment to large scale research was met with a level of resistance by some researchers with a different kind of background – for example, "I am not aware of what it offers me as a small-scale qualitative researcher" (*survey respondent*). One of the emerging researchers interviewed argued that research capacity consisted not only of skills or expertise, but also of attitudinal factors (interest, "appetite" for research) and practical capabilities (time, resource, "reward structures") (*emerging researcher*). Responses to our survey corroborate the idea of uneven distribution of expertise across methodologies, with around 60% of the respondents reporting user-level expertise or direct experience of action research, qualitative interviews and observation, and only about 20% reporting similar expertise in the analysis of quantitative datasets.

Two key positions seem to underpin discussions in the evaluation data of the model of capacity building adopted by WISERDEducation. On the one hand, some respondents, including some with a background in other disciplines such as psychology or sociology and also senior leadership, were supportive of the idea of targeting the area with the lowest spread of expertise but with potential high policy purchase. These respondents argued that high-quality research needed to be prioritized, and that a more complete set of methodological skills would contribute to that. High quality research was sometimes defined as 'REF-able', particularly in the light of recent experience with REF 2014, but by and large it was defined as research that can withstand serious scrutiny of its rigour. On the other hand, other respondents, some of whom had a school practice or teacher education background, but also influential policy and academic voices, argued that "WISERDEducation needs to have more of an expansive approach to what constitutes education research" (*senior academic*). One survey respondent develops the idea as follows:

"There needs to be a recognition that close-to-practice research requires engagement of those who know and understand the classroom (in its many forms) and have the knowledge and critical skills to undertake robust research - sometimes at scale - in order to support the evidence base for pedagogical development and innovation" (*research management*).

This latter position chimes with the emphasis on pedagogical research in the Furlong (2015) review, of which all our respondents were aware.

4.1.2. General awareness of WISERDEducation capacity building provision

We asked the survey participants to free-recall any recent national capacity building initiatives of which they were aware in Wales. Table 3 summarises the responses to this open question. 58% of the respondents named at least one initiative in response to this question. Overall, 47 respondents provided 73 nominations of individual initiatives, while the remaining 34 respondents entered either 'none' or non-specific answers (such as "several"). WISERD and WISERDEducation⁵ were mentioned most often (30 individuals - 37% of respondents – made 31 references), followed by the Furlong review and the ITE accreditation criteria, then WERN, and the Donaldson recommendations. Other mentions included organisations such as HEFCW, the Education Consortia, ITE/ HEI partnerships, the Welsh Government, EWC, Estyn, pioneer schools, Learned Society for Wales, UCET Cymru (now USCET) and National Academy for Educational Leadership. Organisations from outside Wales included the ESRC, OECD, and Higher Education Academy.

Table 4. "What recent national initiatives for building capacity for educational research in Wales are you aware of?" (n=81)

Capacity building initiative	Mentions
WISERD (note that this figure may include abbreviated mentions of WISERD Education)	23
WISERDEducation (including specific mentions of writing workshops and conference)	8
Furlong recommendations/ Teaching tomorrow's teachers/ ITE accreditation criteria	7
WERN	5
Donaldson recommendations/ Successful futures/ Pioneer schools	5
HEFCW work/ REF/ Funding review	3
Higher Education Academy	3
ITE partnership/ institutional HEI links	3
Education Consortia research team/ working group	3
OECD Expert Forum	2
EWC Research Engagement Group	2
Masters in Educational Practice	2
PhD funding (WG/ ESRC/ SOCSI DTC)	2
WG research in ITE quality enhancement tool/research officer	2
Estyn	1
Welsh Crucible project	1
UCET Cymru research sub-group	1
National Academy for Educational Leadership	1
National Survey for Wales (training)	1
None/ not specified	34
<i>Total mentions</i>	<i>109</i>

⁵ Note that in some cases the respondents used the shorter term WISERD to refer in fact to WISERDEducation. They include participants who reported having attended WISERDEducation activities in other parts of the questionnaire.

A further question prompted the respondents to specify whether they had heard of WISERDEducation prior to undertaking our survey. 93% of the respondents to the survey reported having heard, indicating potentially widespread awareness among the self-selecting sample surveyed. The discrepancy between this figure and the 37% who mentioned WISERD and WISERDEducation in free recall suggests that some of the participants who declared 'none' in free-recall may have chosen not to mention these initiatives in their responses despite being aware of them; there is indication in the data that some did so because they had not engaged directly with these initiatives. It is also possible that the respondents' perception of the main focus of WISERDEducation was not necessarily linked to capacity building and/or that there may have been confusion over its core aims among the education research and ITE communities in Wales. The organisation of the WISERDEducation website may have contributed to this impression; the programme is presented on the WISERD website⁶ as a research project emphasizing the cohort studies as well as other linked projects, with limited specific information on capacity building activities (aside from the Directory of Expertise). In the words of one interviewee, "it's not a clear pathway there of how you engage and how you would get involved" (*teacher educator*).

The survey also sought to elicit information about respondents' awareness of key capacity building activities offered by the programme. 57% of the respondents reported awareness of the writing workshops (including 10% who had actually attended them); 44% of the respondents reported being aware of WISERDEducation institutional visits to their own HEI; while 38% were aware of the cohort studies, including 25% who were also aware that the cohort data were available for access to researchers across Wales. Interview respondents also commented that "bespoke" capacity building provision had been "very effective" (*institutional management*), much more so than inviting staff to more generic events, including institutional briefing visits. They were aware of the programme's management team and appreciated the openness and supportiveness of their individual interactions with them. Further data on the specific capacity building activities offered by the programme are reported in the relevant sections below.

Some interviewees attributed the perceived variable effectiveness of the capacity building strategies implemented by the programme to the highly ambitious vision inspiring it and were aware of the complex challenges of attempting to translate that vision into reality. They were also keen to point out WISERDEducation's value and its unique contribution as the "flagship" programme for capacity building in educational research in Wales, which they identified as the only current "explicit attempt to enhance and encourage and grow the research capacity for educational research in Wales" (*learned society representative*). Others argued that the dual vision of the programme, to produce excellent quantitative and mixed-method research and at the same time to deliver a national capacity building programme, was conflicted and difficult to deliver; and that this tension had hindered WISERDEducation's capacity "as a centre of excellence to work genuinely collaboratively with the ...ITE centres" (*senior academic*).

⁶ <https://wiserd.ac.uk/research/research-projects/wiserdeducation> (accessed 18 Nov 2017).

4.1.3. WISERDEducation survey of educational research capacity in Wales

Power and Taylor's (2017) report highlights the findings from a prior survey conducted with staff working in the field of education in Wales. The survey was designed to find out details of research activity, experience and future needs of education academic staff.⁷

The key findings of the 2017 survey report suggest that there are significant amounts of research going on in Wales that are not reported in research assessment activities. Almost half of the respondents reported that they wrote and published for academic audiences whilst only 5% said they were not engaged in research at all. Around 40% had received external funding for research. Most applications were made to the Welsh Government, but over 10% had sought funding from the Economic and Social Research Council. There was also evidence of a strong commitment to research with 90% believing that research activity was important for improving the quality of teacher education and 79% wanting to be more research active.

However, Power and Taylor's survey also highlighted significant barriers for academic staff in Wales in developing their research activities and that the current level of research activity is precarious. Reported barriers included heavy teaching and administrative loads, as well as lack of confidence and experience. Lack of dedicated time for research was a common complaint for research active staff, whilst over a quarter of the respondents were on teaching-only pathways. There were also low levels of specialist research expertise in educational research methods and limited levels of institutional support for research in terms of mentoring, funding or study leave.

The report suggested that WISERD Education had had mixed success in research capacity-building in Wales. Whilst almost all respondents had heard of WISERD Education, and 43% had attended a WISERD Education presentation, overall levels of engagement were limited. A lack of take up of research mentoring was highlighted as a missed opportunity.

4.1.4. Funded places at the annual WISERD conference

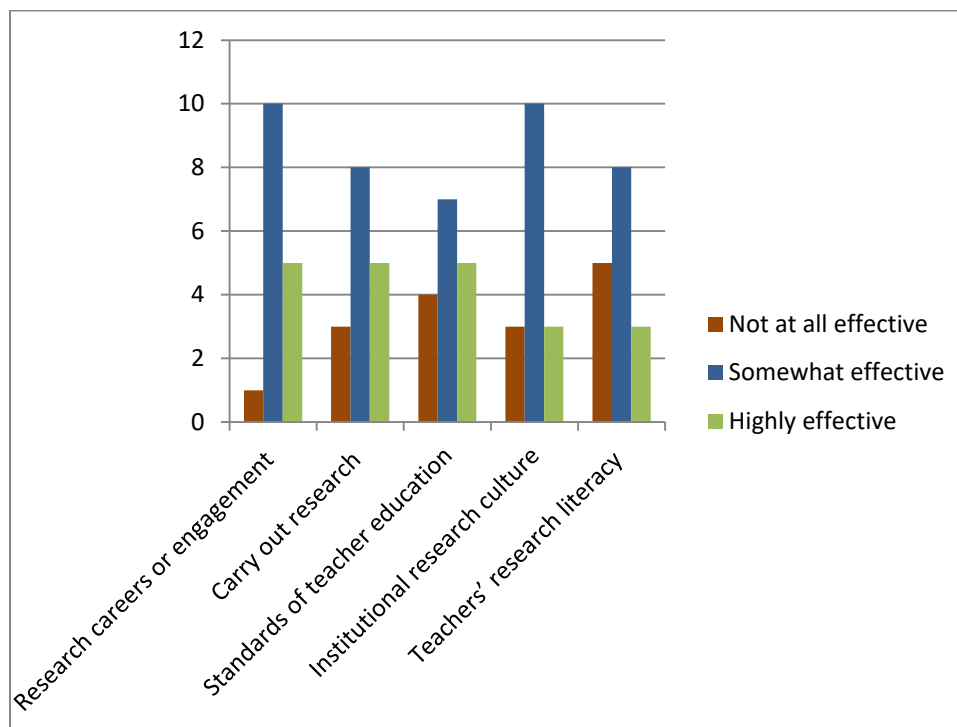
16 respondents (21.3%) had attended the WISERDEducation strand at the WISERD Annual Conference at least once. Their perceptions of the effectiveness of enabling individuals to attend the conference are outlined in Table 5 and the accompanying Figure 5. Overall, they saw conference attendance as more effective in supporting the development of their research career, their individual engagement with research, and their own capacity to carry out research, but less so in relation to their capacity to contribute to the development of institutional research cultures and even less in terms of contribution to strengthening teachers' research literacy. Thus, while funded places to research conferences can be a valuable way of supporting

⁷ The questionnaire developed for the current evaluation replicated some of Power and Taylor's questions, so some parts of the data are comparable.

individual capacity to engage in and with research and to connect with the wider community of researchers (as well as to gain visibility for their own research, as one of the interview respondents mentioned), other approaches may be needed for building the capacity for change at institutional level and across sectors.

Table 5⁸ and Figure 5: Effectiveness of attending the WISERD conference in strengthening individual capacity (n=16)

Effectiveness of attending the WISERD conference in strengthening individual capacity to:	Not at all effective	Somewhat effective	Highly effective
Develop research careers or engagement with research	1	10	5
Carry out educational research in Wales	3	8	5
Contribute to raising standards of teacher education in Wales	4	7	5
Contribute to developing a research culture in your institution	3	10	3
Contribute to strengthening teachers' research literacy in Wales	5	8	3



Of the 16 people who attended at least one WISERD conference, 9 reported specifically benefitting personally. The majority of these people highlighted the ability to network with fellow education researchers from across all of Wales as the most important benefit.

⁸ Tables 5 and 6 use a compressed three-point scale due to the fact that the small number of respondents reporting past engagement with these activities made the original five-point scale (not at all/slightly/moderately/very/extremely) too fine-grained for reporting. We also compressed the scale for Tables 7 and 9, for again for clarity of reporting.

4.1.5. Research coaching and mentoring

Interviews with the programme team suggested that many of the participants to the capacity building activities provided had struggled to find the time to fully engage in these kinds of activities. Limited ability to engage fully with the activity may offer some explanation towards a perceived lack of effectiveness. For example, the programme team reported that in some cases the research mentoring meetings turned into coaching for career development, as the participants were not currently engaged in any research projects. Further career development talks in universities complemented this shifting focus.

Only three respondents to our survey had taken part in the research mentoring schemes offered by WISERDEducation and only one respondent had undertaken a Fellowship Placement. This relatively small number among the respondent group reflects the small number of participants in these WISERDEducation activities. Apart from one respondent who highlighted mentoring as being very effective in supporting career development and extremely effective in raising standards in ITE and research literacy, the majority suggested that these activities were only moderately or slightly effective across the key WISERDEducation aims. Unfortunately, none of the respondents provided any qualitative data in the survey to allow deeper analysis of this issue.

Thus coaching and mentoring across the wider Welsh community proved practically and institutionally challenging. For example one of the pre-organized mentoring visits attracted no attendees in that particular institution; it is unclear whether the reason was timing, insufficient publicity, lack of interest or of perceived benefit, lack of institutional support, and so on. However, as time went on, the programme team reported increased interest in coaching, as “people became ready or as the departments recognized the value”.

The interviews revealed an additional element of the mentoring activity, in terms of developing the internal research staff on the programme and creating a supportive environment around the programme in Cardiff University. This seems to have been very effective, with former members of staff currently in employment as researchers and academics in Cardiff, in other universities in Wales and beyond. Some have progressed in their career to more senior positions, and most have continued to undertake research and publish.

4.1.6. Fellowship placements

The application statement of one of the Placement Fellows reveals their initial expectations for the value of a placement in WISERDEducation:

"The placement will allow me to develop skills in the analysis of quantitative data through the use of data generated within the longitudinal cohort study (...). The discrete skills I develop with regards to the uses of quantitative data within educational research will help develop the [HEI unit's] commitment to embedding the use of quantitative data within its education portfolio."
(placement fellow).

Overall, however, despite these aspirations the fellowship placement scheme has had limited success: few of the six fellows were able to spend an extended period of time on placement (none completed the originally-planned three-month placement), there was little new research using the cohort datasets, and only one publication arose directly from the placements. During our in-depth interview, a former fellow highlighted a range of other benefits derived from their interaction with WISERDEducation, such as access to research and policy networks in education, over any direct outcomes or outputs of the placement: “that’s probably the biggest help that WISERDEducation has been to me. It’s about having that contact and being able to tap into their networks” (*placement fellow*). Another fellow’s view, conveyed indirectly by an interviewee, was that the fellowships had been too centred on accessing the cohort data; this view chimes with the comment of yet another interviewee, themselves a former placement fellow:

“Having a three month opportunity to engage with large-scale datasets when you have never done that before opens your eyes to the possibilities and opportunities that those data sets offer, but it doesn’t actually equip you to...go away and independently use those skills” (*placement fellow*).

A senior academic commented on the wider barriers to participation in this scheme:

“Actually a lot of these opportunities require universities to be able to release people for quite long periods of time and in the context that we were at the time [with Estyn inspections], you know, it was backs to the wall, hands to the pump, [we] couldn’t release people for three months to go and sit in an office to learn how to be better researchers... ’ (*institutional management*).

‘When they say... come to WISERD, I don’t think that really works because... even if people have an intention to do it either the resources aren’t there or the time isn’t there and it’s just too much effort” (*senior academic*).

Nonetheless, as indicated in Appendix 5, all former fellows have continued to progress their careers in higher education, and currently most of them have leadership responsibilities, including two former fellows with research leadership roles and another co-editing a leading educational research journal.

4.1.7. Writing support

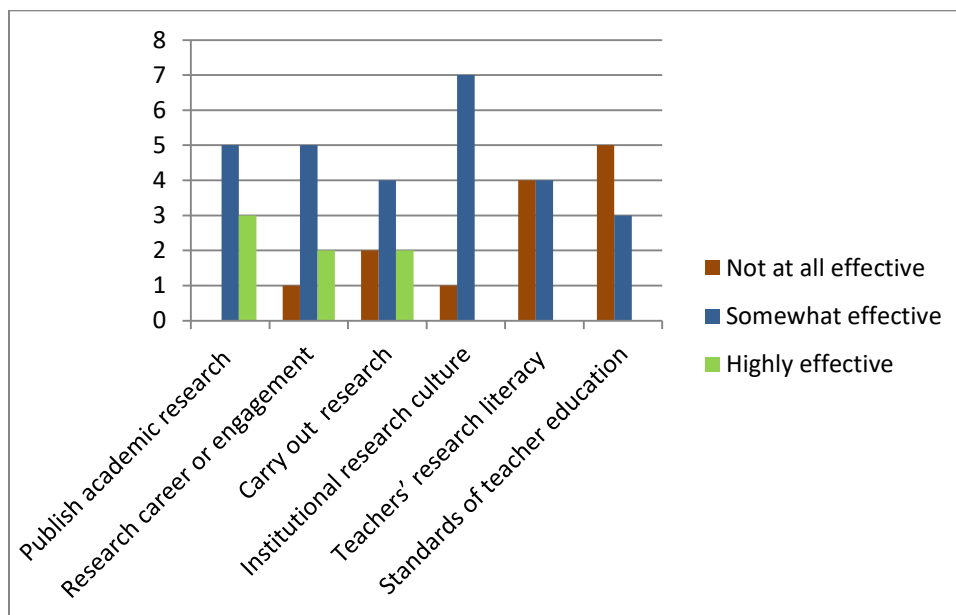
Support for researchers to write for publication was a strategy added to the programme in years 5 and 6, and replacing the earlier strategy of support in developing joint bids with the WISERDEducation team. Although the support actually offered – both *in situ* and residential (Gregynog, 2016) was very well received by participants, awareness that this offer existed was relatively low across the survey sample. 29 (39%) of the respondents to our survey had not heard that WISERDEducation offered writing workshops; 14 (19%) had heard of them but felt they were of no interest; 24 (32%) had heard of them and would like to attend in the future; while 8 respondents had attended a WISERDEducation writing workshop. The participants illustrated their positive response with examples such as “the writing workshop helped me to identify a journal for my next publication” (*writing week participant*). The programme team also

reported a sense of success in the delivery of the writing workshops. Institutional management commented on the ‘rave reviews’ received from staff who had participated in the writing week; however, others noted that their institution’s investment in the writing week had not (yet) led to publication outcomes and recommended that the writing support be not one-off, but followed through with mentorship by the WISERDEducation team.

The responses on the perceived effectiveness of these workshops for the 8 attendees who were part of our sample are outlined in Table 6 and its associated figure. The attendees saw the workshops as effective in supporting their efforts to publish and carry out research, and more widely in developing individual research careers, but, unsurprisingly, not effective in developing teachers’ research literacy or raising the standards of teacher education.

Table 6 and Figure 6: Effectiveness of the writing workshops in strengthening individual capacity (n=8)

Effectiveness of the writing workshops in strengthening individual capacity to:	Not at all effective	Somewhat effective	Highly effective
Publish an academic research paper	0	5	3
Develop a career or engagement with research	1	5	2
Carry out educational research in Wales	2	4	2
Contribute to developing a research culture in your institution	1	7	0
Contribute to strengthening teachers’ research literacy in Wales	4	4	0
Contribute to raising standards in teacher education in Wales	5	3	0



In qualitative comments, respondents particularly highlighted the value of the workshops in helping them select journals to send their writing to and in carving out time in their busy schedules to sit down to write: “This protected time away from the office was ESSENTIAL in

furthering our writing” (*writing week participant*). The writing support was one of the programme’s capacity building activities that enjoyed institutional management support:

“They found it really useful. She helped them to identify likely journals, to plan an approach to writing and unlock some of the barriers that they had around them. And we would like to follow up” (*institutional management, ITE institution*)

Feedback from writing week participants, collected by the programme staff and shared with the evaluation team, was overwhelmingly positive; comments include:

“Sally & Chris provided individual help regularly & on a daily basis to identify individual needs & to ensure we remained focused & to feed back on all progress from the previous day”

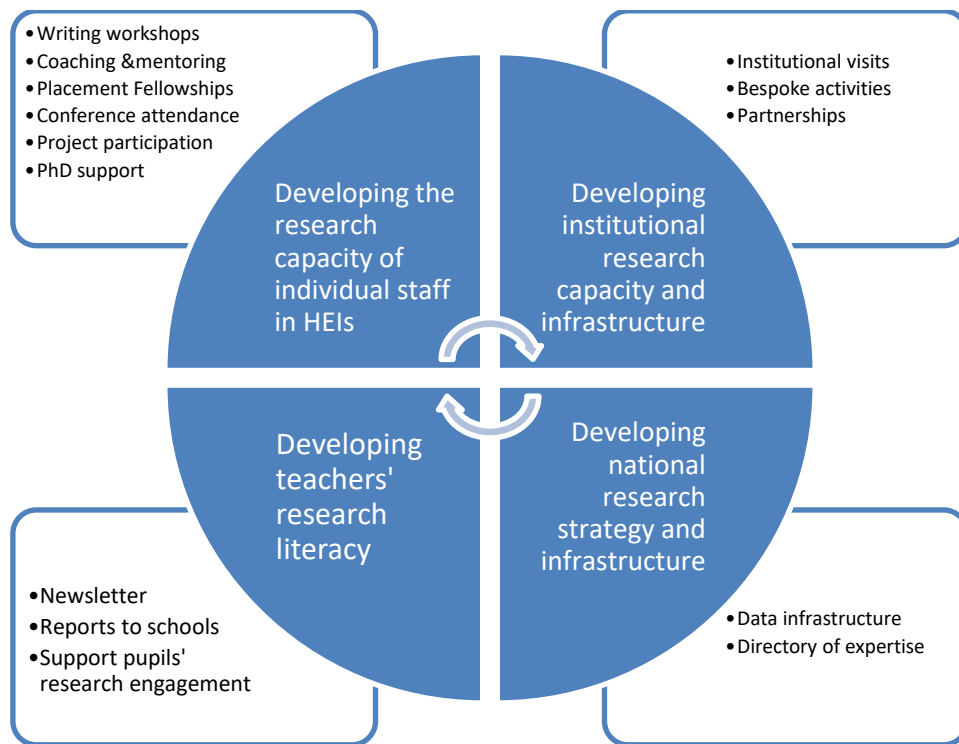
“This would result in a change in my attitude towards writing”

“Useful to discuss research/education/time constraints with like-minded colleagues. Exceptionally useful to have 1:1 tutorials from key researchers”.

4.1.8. Levels of capacity building

Overall, the findings indicate that developing individual research capacity, developing institutional research capacity, developing national research strategy and infrastructure, and developing teachers’ research literacy are distinctive levels of intervention that should be addressed via specifically targeted activities. WISERDEducation piloted a wide range of activities aimed at capacity building across all these levels (Figure 7), with particular emphasis on individual and national capacity building efforts, reflected in participants’ perceptions of relatively higher success on these two levels than on the teacher and institutional levels. Although clearly there are flows and connections between them, it would be inappropriate to judge the effectiveness of activities targeted at one level solely in terms of changes at other levels. Future capacity building initiatives need to target the different levels illustrated in Figure 7 with specific activities and adequate level of funding and stakeholder buy-in, including from policy, regulatory and practice settings.

Figure 7. Capacity building activities in WISERDEducation mapped by level of intervention



4.2. Improved (teacher) education provision and standards

WISERDEducation aim:

To undertake research activities designed to improve the quality of learning and the standards of teaching and teacher education in Wales.

Specific activities:

Research projects (within phase, cross-phase, goal free); directory of expertise; consultancy; doctoral research

Evaluation question:

To what extent have the research activities carried out by WISERDEducation contributed to improving the quality of learning and the standards of teaching and teacher education in Wales?

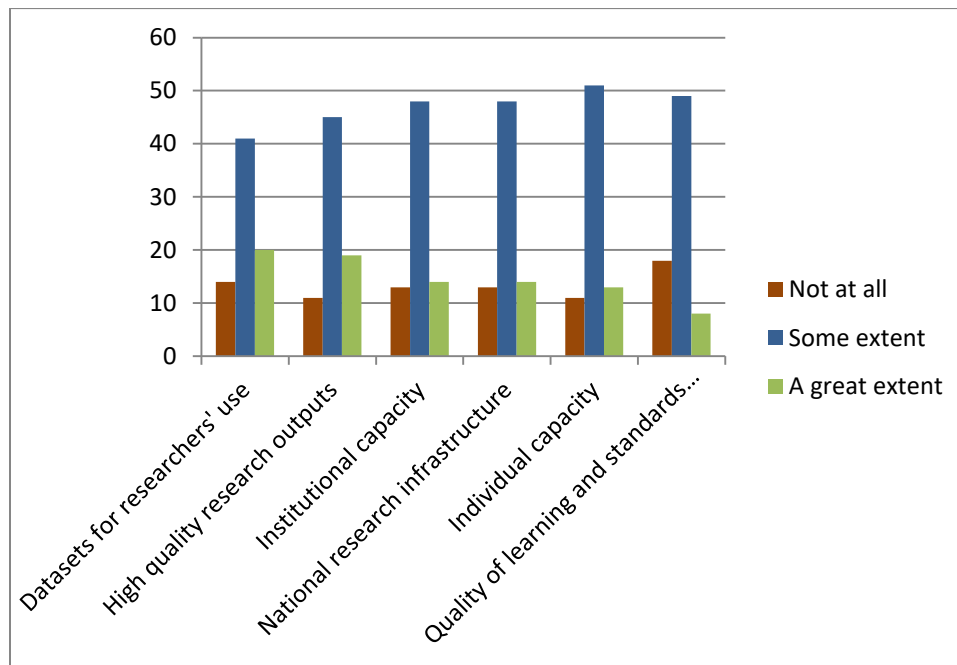
4.2.1. Overall perceptions

Survey respondents were asked to give their views on the different contributions WISERDEducation has made across different areas of the project, including contributions to improving the quality of learning and the standards of teaching and teacher education in Wales (responses outlined in Table 7 and Figure 8). Overall, the responses indicate that the programme is seen as having made only a modest contribution towards realising this aim. (Note that 6 respondents elected not to complete this question; several explained that they did not feel they had engaged enough with the programme as a whole to provide an overall view on its effectiveness).

Table 7: Perceived contribution WISERDEducation has made to (n=75):

	Not at all	Some extent	A great extent
Producing and making available datasets for use by educational researchers in Wales	14	41	20
Producing high quality educational research outputs in Wales	11	45	19
Developing institutional capacity for educational research in Wales	13	48	14
Developing the infrastructure for educational research in Wales	13	48	14
Developing the capacity of individual educational researchers in Wales	11	51	13
Improving the quality of learning and the standards of teaching and teacher education in Wales	18	49	8

Figure 8. Perceived contributions of WISERDEducation (n=75)

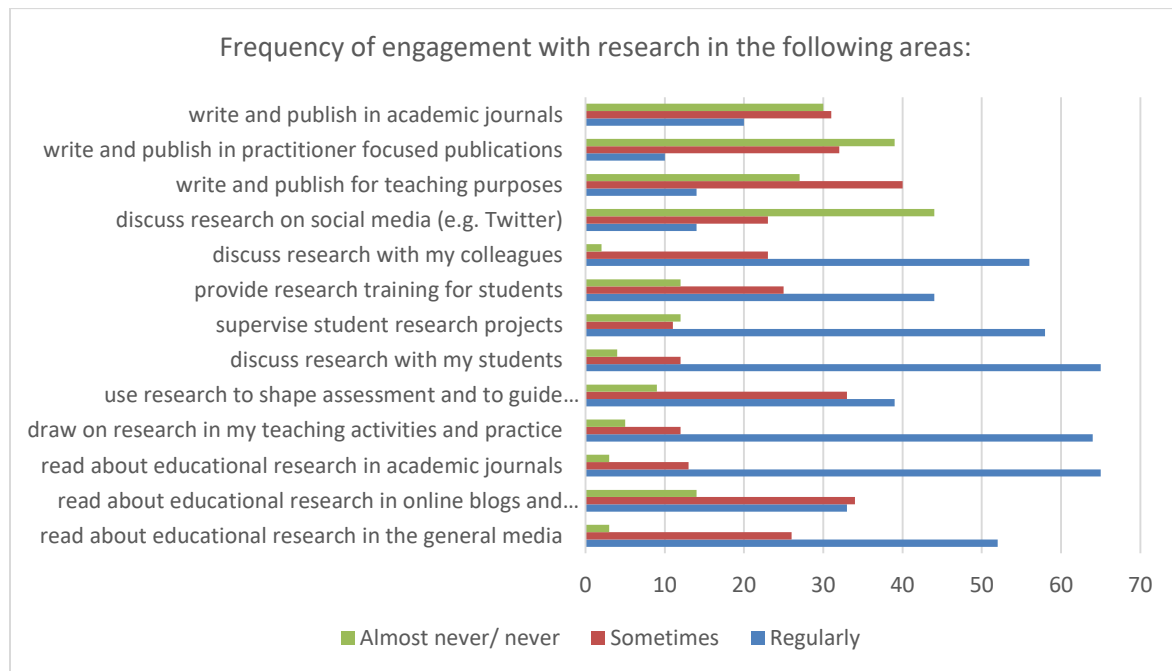


We also asked our interviewees about their views on whether WISERDEducation had contributed to raising standards in teacher education. Most responses suggested that, given the historical bifurcation between research and teaching as institutional mission and employment functions in Welsh HEIs, the programme may have sparked interest, but was not sufficiently visible in teacher education, and as a result had not had significant “impact on strengthening capacity in teacher educational research” (*institutional management*). Some interviewees conjectured that this situation might change as research is “hard coded” (*professional/regulatory body*) in the new re-accreditation criteria for ITE institutions, but also that in order to build on this contextual opportunity WISERDEducation needed to tune itself into professional interests in “the education side... and in particular the practitioner part” (*professional/regulatory body*). Thus, unlike research that informs government policy, research that is relevant to teacher education and schools’ needs includes:

“research in scientific understanding, research in Welsh language teaching... those are the issues the school teachers are interested in and they’re not the issues on which WISERDEducation is predicated” (*senior academic*).

At the same time, survey participants’ patterns of current engagement with research (Figure 9) show sustained scholarly effort in keeping up to date with research, whilst favouring collegial and pedagogical engagement over publication.

Figure 9. Reported engagement with research (n=81)



4.2.2. Research projects

The programme’s plans for the conduct of original research included four sweeps of longitudinal cohort studies (a fifth sweep has now been collected with additional funding from Cardiff University), alongside a minimum of three ‘demonstration projects’ a year, which would bring together less experienced and more experienced researchers from different institutions, including those involved in ITE, to address current problems of relevance to practice and policy. Efforts to secure buy-in and attract participation in such projects, however, were not as fruitful as anticipated, and by and large this element of the original plan was not realized in the first three years. One interviewee lamented both the lack of joint projects and the lack of involvement of staff from other institutions in collecting data for the cohort studies:

“what I felt was the missed opportunity, was the potential to work on research projects where, say, there was a common area of research interest across various potential researchers, experienced as well as new” (*institutional management*).

Given this situation, this aim was revised at the start to the no-cost extension awarded in 2015, and the intention to conduct joint projects using the cohort data was abandoned in favour of other targeted capacity building activities.

Nonetheless, between 2012 and 2017, the team secured a large number of additional grants (n=32) to support further research, most of which was of relevance to educational practice and policy and to teacher education (see Appendix 3). The leveraging of additional funding was one of the most active and successful aspects of the programme, although distinctly from the initial

aims to conduct jointly designed, collaborative research using the cohort data with researchers from outside Cardiff University. As the additional research projects did not overlap directly with those initially planned, they have not been individually included in the evaluation.

Feedback from the stakeholders on these projects suggests that they are both relevant to the needs of policy, and of ‘really good quality’, including in ‘REFable terms’ (*policy interviewee*). The projects have been very productive in terms of publication outputs, leading to 33 publications over the period (see Appendix 1).

4.2.3. Directory of expertise

One of the outputs of the WISERDEducation project is a Directory of Expertise in different areas of educational research in Wales. The directory is hosted on the WISERD portal at <http://www.wiserd.ac.uk/wiserd-education/en/about-project/directory-expertise/>. Its contents are summarized in Table 8 below. Whilst this is only a small proportion of the 484 individuals included in our survey mailing list, the 67 entries in the Directory offer a cross-section of research active staff across different institutions, also amounting to about half of the number of respondents to the Power and Taylor (2017) capacity survey.

Table 8: Number of staff profiles included in the WISERDEducation Directory of Expertise

University	Number of staff included
Aberystwyth University	3
Bangor University	8
Cardiff Metropolitan University	20
Cardiff University	12
Open University in Wales	4
University of South Wales	7
University of Wales Trinity Saint David	12

We have been unable to gather further evidence on the visibility and use of the Directory. Given the complexities involved in identifying the population of educational research staff in Wales, however, we conjecture that a proactively maintained and highly visible Directory of Expertise can be a useful tool for mapping the field and also for networking within HEIs and into other sectors.

4.2.4. Consultancy fund

According to the interview with the programme team, “the consultancies were a way of recognizing and rewarding pockets of expertise across Wales”, but efforts to attract consultants were often unsuccessful. For example, one potential consultant’s employment contract changed as a result of an institutional merger, squeezing out the time that had been earmarked for the consultancy; the consultancy never materialized.

We were unable to secure an interview with the one consultant who worked with WISERDEducation and none of the free recall questions in the survey led to mentions of this element of the programme. There are thus insufficient evaluation data on this component for us to be able to judge its impact at individual level. The low take-up indicates that institutional and national impact was limited.

4.2.5. Doctoral research

Since 2016, WISERDEducation secured two PhD scholarships via the ESRC DTC, with matched government funding. The two projects, whilst not part of the core programme, illustrate the importance of developing HEI environments that can nurture and supervise doctoral research, something that may be at risk across different parts of the system.

4.3. Augmenting stakeholders' research literacy

WISERDEducation aim:

To undertake translational activities to augment the research literacy of teacher educators, practitioners, policy-makers and other stakeholders

Specific activities:

Translational institutional visits; annual reports to participating schools; policy engagement; practitioner engagement; digital engagement

Evaluation questions:

To what extent have the activities of WISERDEducation contributed to augmenting the research literacy of teacher educators, practitioners, policy-makers and other relevant stakeholders?

What are the staff and stakeholders' views on the actual and potential contribution of WISERDEducation to progress towards the recommendations of the Furlong report?

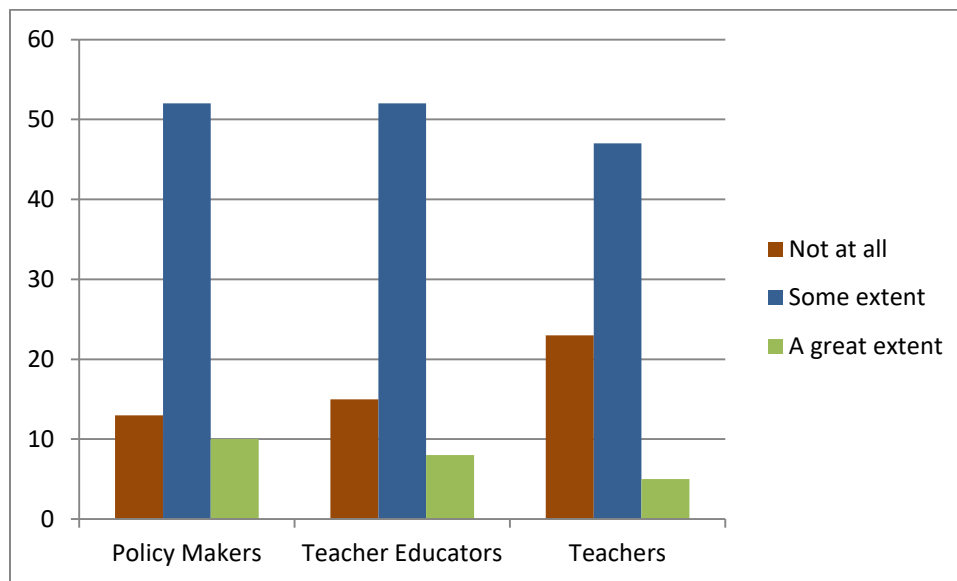
4.3.1. Perceived overall contribution

Respondents were asked about the impact the project may have had on research literacy for teacher educators, teachers, and policy makers (outlined in Table 9). The responses indicate overall limited impact on the research literacy of wider communities, with reports of a moderate contribution in relation to policy makers and teacher educators and lower contribution to teachers' research literacy. These findings are consistent with the fact that WISERDEducation's agreed objectives and activities were geared more strongly towards developing research infrastructure, high quality research outputs and individual researchers' capacity in the WISERDEducation partnership of ITE institutions. Although, as indicated in some of our interviews, the communications strategy of the programme could have been improved, delivering a more targeted and effective contribution to system-level development of policy makers' and practitioners' research literacy (alongside the other aims of the programme) would have required a higher level of resources and wider initial stakeholder commitment than that afforded to WISERDEducation.

Table 9: Perceived contribution WISERDEducation has made to improving research literacy for (n=75):

	Not at all	Some extent	A great extent
Policy Makers	13	52	10
Teacher Educators	15	52	8
Teachers	23	47	5

Figure 10. Perceived contribution of WISERDEducation to improving research literacy (n=75)



4.3.2. Visits from WISERDEducation Staff

During the first two years of the WISERDEducation Programme, a core activity was visiting HEIs in Wales to promote engagement in the cohort study, the mentorship programme, and to offer support to staff interested in developing research careers. The programme team visited all ITE institutions in Wales on at least two separate occasions (one institution was only visited once). Details of the visits and a list of the institutions involved are provided in Appendix 7. 46% (37) of respondents were aware of members of the WISERDEducation team visiting their institutions. The perceptions of the effectiveness of these visits in achieving the key aims of the programme are outlined in Tables 10 and 11.

Of the 37 respondents who were aware of visits from WISERDEducation staff to their institutions, 13 commented that they had benefited directly as individuals. Several individuals commented that the visits had benefited them in practical terms with, for example 'writing a research proposal', writing for publication, and supporting colleagues with research. Additionally, several respondents commented on the value of the visits in terms of providing

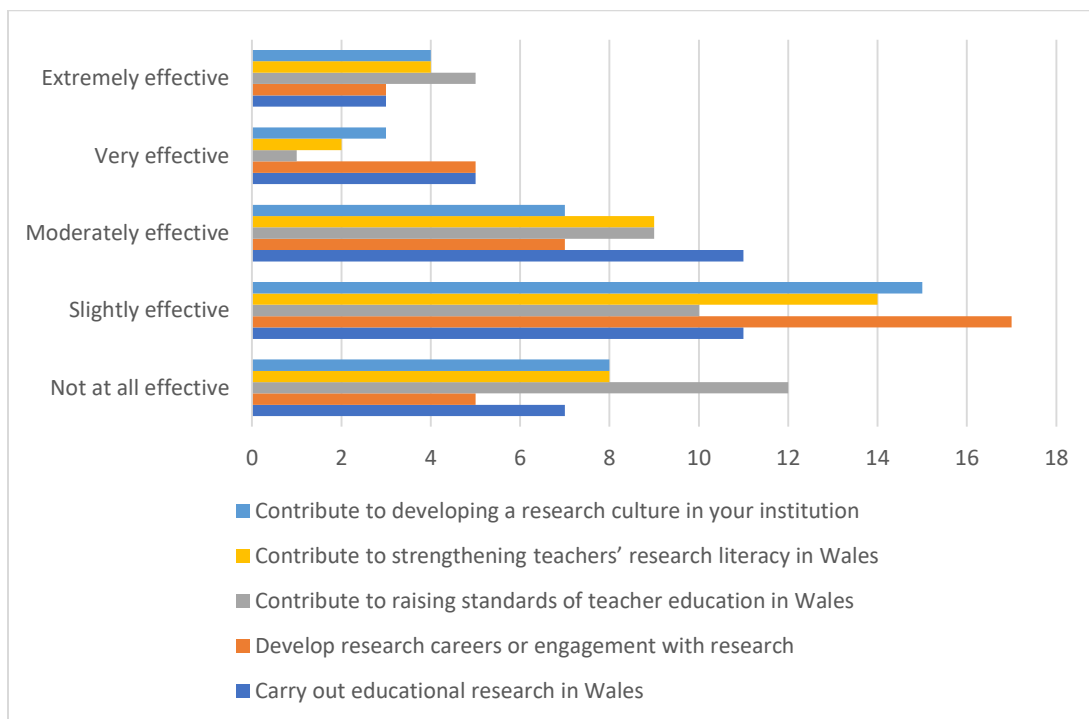
information and raising enthusiasm about educational research. For example: the visit “gave me greater enthusiasm to engage with research and some ideas how to do it” (*teaching only staff*), “I remember being quite motivated by that” (*emergent researcher*) as well as being of use “in my support of internal staff” (*senior research leadership*).

Table 10 and the Figure 11 summarise the perceptions of the 37 individuals who reported awareness of the institutional visits.

Table 10: Perceived effectiveness of WISERDEducation visits in strengthening individuals’ capacity to (n=37):

	Not at all effective	Slightly effective	Moderately effective	Very effective	Extremely effective
Carry out educational research in Wales	7 (18.9%)	11 (29.7%)	11 (29.7%)	5 (13.5%)	3 (8.1%)
Develop research careers or engagement with research	5 (13.5%)	17 (45.9%)	7 (18.9%)	5 (13.5%)	3 (8.1%)
Contribute to raising standards of teacher education in Wales	12 (32.4%)	10 (27%)	9 (24.3%)	1 (2.7%)	5 (13.5%)
Contribute to strengthening teachers’ research literacy in Wales	8 (21.6%)	14 (37.8%)	9 (24.3%)	2 (5.4%)	4 (10.8%)
Contribute to developing a research culture in your institution	8 (21.6%)	15 (40.5%)	7 (18.9%)	3 (8.1%)	4 (10.8%)

Figure 11. Effectiveness of WISERDEducation visits in strengthening individual capacity to (n=37):



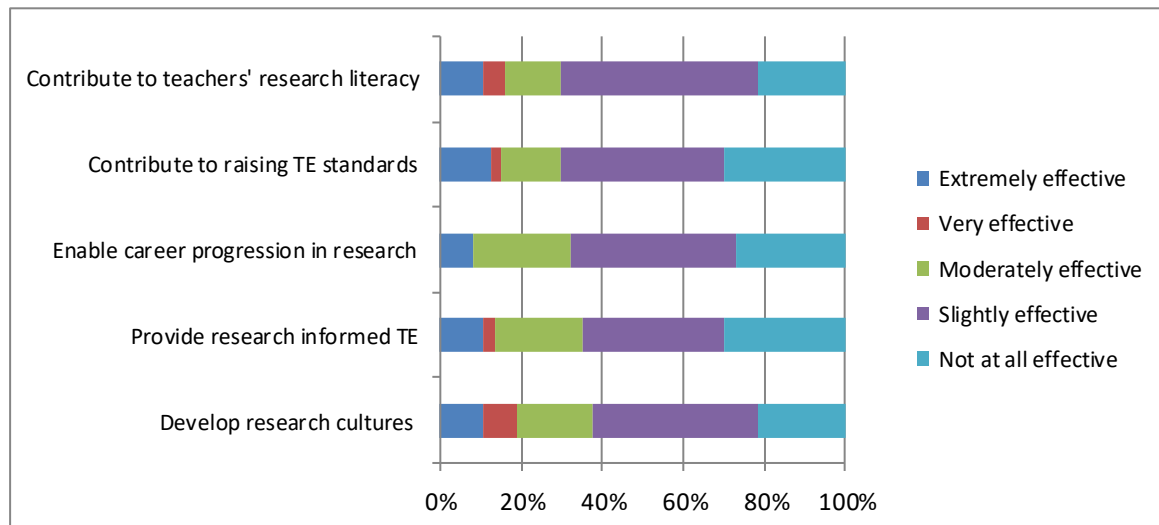
The programme team’s roundtables/ roadshows and visits to institutions (Appendices 6 and 7) aimed to raise awareness among teacher educator and institutions with ITE programme of the

opportunities for engagement with research and capacity building offered by WISERDEducation. The survey revealed that the 37 respondents who reported being aware of visits to their own institution identified the contribution of these visits as moderately or slightly effective; the most effective contribution being to encouraging the development of research cultures, and the least effective contribution being, as might be expected given the nature of the visits, to raising the standards of teacher education (Table 11 and Figure 12).

Table 11: Effectiveness of WISERDEducation visits in strengthening institutional capacity to (n=37):

	Not at all effective	Slightly effective	Moderately effective	Very effective	Extremely effective
Develop research cultures	7 (18.9%)	18 (48.6%)	5 (13.5%)	3 (8.1%)	4 (10.8%)
Provide research informed teacher education	11 (29.7%)	13 (35.1%)	8 (21.6%)	1 (2.7%)	4 (10.8%)
Enable career progression in research	10 (27%)	15 (40.5%)	9 (24.3%)	0 (0%)	3 (8.1%)
Contribute to raising standards of teacher education in Wales	12 (32.4%)	13 (35.1%)	6 (16.2%)	1 (2.7%)	5 (13.5%)
Contribute to strengthening teachers' research literacy in Wales	8 (21.6%)	18 (48.6%)	5 (13.5%)	2 (5.4%)	4 (10.8%)

Figure 12. Effectiveness of WISERDEducation visits in strengthening institutional capacity (n=37)



4.3.3. Policy engagement

Direct policy engagement activities over the duration of the programme included presentations to policy makers or in policy-relevant contexts – six such events are listed in Appendix 6. Media engagement was limited (see Appendix 6) and was identified in the interviews both by members of the team and by potential audiences as an area for improvement. Social media engagement is summarized in Appendix 10, and further discussed in section 4.3.5. Policy contacts were also

invited (and some attended) to the regular academic seminars led by the team, if the topic was of relevance to their remit (see Appendix 6). No feedback is available from seminar attendees, but some of our policy interviewees were very knowledgeable about the research conducted by WISERDEducation.

Survey respondents and interviewees expressed expectations and aspirations of stronger policy engagement, knowledge brokering and visibility than the programme has delivered so far. It is worth noting that other projects leveraged and conducted by the programme's team in parallel with the WISERDEducation grant (listed in Appendix 3) may have had much more direct links with policy; indeed, several policy interviewees referred repeatedly to the team's research on the Foundation Phase and other topical issues, which was seen as a natural extension of the WISERDEducation work. One policy interviewee identified "the understanding that WISERDEducation have brought to tackling disadvantage in education" as one of the programme's key contributions. However, given the indirect relationship between these projects and the work funded by the HEFCW grant, we have not included their impact in this evaluation.

Policy interviewees identified further policy-related outcomes of the WISERDEducation programme, for example in terms of contributing to filling "a massive gap" in terms of HEI capacity in Wales to tender for governmental projects on education:

the 'ecosystem' of government and regional bodies in education (including the consortia, the Welsh Government, regulatory bodies, professional bodies) "needs servicing with research by producing teachers and leaders who are research literate but also producing evidence that feeds into the reforms and also evaluating those reforms" (*policy interviewee*).

The policy visibility of WISERDEducation is illustrated by reviews such as the Furlong (2015) and the Tabberer (2013) review, both of which noted the potential role of WISERDEducation in developing educational research capacity in Wales. For example, Tabberer (2013) commented favorably on the 'opportunities to participate in quantitative and longitudinal studies' afforded by the WISERDEducation model, which could contribute to strengthening the social science capabilities of staff in ITT institutions. Noting that pedagogical research in Wales was 'currently at a very low ebb' (p. 32), Furlong (2015) recommended further that WISERDEducation 'be extended by the addition of a second dimension to its work covering pedagogical research in key subject areas' (p. 33), 'linked to a network of five centres of pedagogical excellence across Wales' – with 'the effect of establishing a national centre for applied educational research in Wales' (p. 33). The OECD (2016: 50) rapid review of education reform in Wales cited this recommendation, and argued for 'further enhancing the use of evidence and research and linking them to policy'.

Many respondents corroborated the view encapsulated in the Furlong recommendations, that WISERDEducation's social scientific model of research did not encompass pedagogical and practitioner research: "WISERD doesn't support the application of theory to practice" (*research management*). A small minority of participants, however, noted that some of the associated

projects conducted by the WISERDEducation team had also been ‘pedagogically orientated’ (*policy interview*).

4.3.4. Practitioner engagement

The team provided annual reports to the participating schools on the data of the cohort study. Only a minority of the participants to the survey were aware of these reports, a fact largely explained by the composition of the survey sample and also by the confidentiality of individual school’s participation in the study. Overall, several respondents noted that “there’s a general visibility issue, with the knowledge brokering work that’s done to turn the research they’re doing into usable evidence” (*policy interview*). Feedback from the headteachers of the cohort study schools (shared with us by the WISERDEducation team for the purposes of the evaluation), however, indicates a variety of benefits and uses for the school-level information, from encouraging the school leadership to be more ‘reflective’ (*Headteacher 1*) to accountability mechanisms:

“While preparing for our self-evaluation in the school for our recent ESTYN inspection, WISERD data was very useful. WISERD has been working with the school for over four years. This means that we have a number of reports on the voice of the pupil for different years. Having this data from an external body is like gold.” (*Headteacher 2*)

Other headteachers commented that “we would have liked a little bit more detail and a little bit more specifics, some of the questions were a little bit general and we weren’t quite sure what they meant” (*Headteacher 3*), particularly as “you could give this survey out on another day and get different response, surveys are surveys aren’t they?” (*Headteacher 4*).

Our interview and survey respondents from policy and professional arenas, including teacher education, noted repeatedly that initiatives such as WISERDEducation needed to be mindful of both research capacity needs in teacher education and the important research-rich environments within schools and consortia. The translation of social scientific educational research into practice-relevant insights needed to be, thus, collaborative:

“how many head teachers are engaged in WISERDEducation?...What research capacity could WISERDEducation provide to some schools and consortia so that they develop more of the research work that’s needed to test out the new curriculum? Those sorts of questions are relevant” (*policy interviewee*).

“In terms of influencing practice and being close to practice, there’s a question mark (but that would be a question mark that we would all put against us, isn’t it); then, the extent to which it actually reaches out to the emerging research community... within HEIs in Wales [is also questionable]” (*senior academic*).

The programme team reported being contacted by local, regional or national professional and regulatory bodies to provide workshops for teachers or professional development for other staff, and also drawing on WISERDEducation data to contribute to curriculum reform.

4.3.5. Institutional resources

One of the performance indicators added to the project plan for the final two-year extension was the creation of digital resources for education and teacher education institutions. The development of these resources was not charged to the HEFCW grant, but covered by additionally leveraged funds from Cardiff and the ESRC Impact Acceleration Account. The resulting resources include curriculum materials for teachers on the Welsh Bacallaureate, as well as a partnership with a local Sixth Form college on pupils' use of real cohort data to fulfill the individual investigation requirement for the Welsh Bacallaureate. The extent to which the resources have been used is as yet unclear.

4.3.6. Digital engagement

The WISERDEducation team promoted the project and its outputs and activities across a range of digital and social media: a website (housed within the central WISERD website); blog posts by team members (in the central WISERD blog); an electronic newsletter (managed by WISERD); a project specific Twitter account (@WISERDEducation); tweets related to education made by the central WISERD Twitter accounts (@WISERDNews); and a project specific Facebook Group (Appendix 10). For the purposes of this evaluation we have focused on:

1. The *coherence* of the project's overall digital *strategy* across the different media, focusing specifically on how different sites and media relate to each other to promote the project
2. Evidence of *growth of engagement* across different media, as an indicator that the project has moved beyond traditional groups of individuals that are already engaged in educational research and has reached the potentially less engaged individuals.
3. Evidence of a *cohesive community* of users across social media, as an indicator of capacity growth and the potential for collaboration.

Website

The number of unique page views on the WISERDEducation website grew significantly in 2014, presumably reflecting one of the busiest times for the project in terms of visits to HEIs across Wales, the increased prominence of the cohort study, and the promotion of other WISERDEducation capacity building activities (Table 12). Hit rates grew in 2015, suggesting increased prominence and impact and perhaps reflecting the increased number of blog posts for this year (see below). The slight reduction in unique page views in 2016 may reflect a slowing down in project activities or changes in the wider WISERD website, which also saw a small reduction in use.

Table 12. WISERDEducation website usage

Unique page views	Year					
	2012	2013	2014	2015	2016	2017 (Jan-August)
Education webpages	2,706	2,963	6,612	7,424	6,327	3,701
All WISERD Pages	48,764	58,860	67,812	86,962	76,983	44,168

Blog posts

Blog posts started in 2014 and grew substantially in 2015, presumably reflecting a number of projects producing data during this period (Table 13). The reduction of posts in 2016 may reflect a reduced number of staff able to write posts during this time.

Table 13. Blog posts

Year	Number of posts	Number of views
2014	5	653
2015	10	2,874
2016	5	731
2017	9	830

E-newsletter

The newsletter was sent out to the central WISERD mailing list (Table 14). Each newsletter promoted two or three events WISERDEducation were hosting and linked to one or two blog posts. The figures in the table are related only to newsletters with WISERDEducation content. The recipient list shows a clear growth in the number of people to whom the newsletter was sent, and the growth in the number of people opening the letters and clicking on the links is likely to reflect a growing interest in WISERDEducation’s work among the recipients. The use of this resource dropped significantly in 2016 but picked up again in 2017.

Table 14. E-Newsletter distribution and usage

Year	Number sent	Average number of recipients	Total opens	Total clicks on embedded links
2015	7	579	2254	308
2016	1	914	437	66
2017	6	1031	3891	618

Twitter

Data were collected from the @WISERDEducation Twitter account to examine the effectiveness of the communication via social media for the project. All tweets and retweets made by

@WISERDEducation (with associated meta data: replies, likes, and retweets), along with data about the followers of the account (screen name, provided name, location, description, follower numbers, and tweet numbers) were scraped from Twitter using the Twitter API in Twlets and NodeXL. CSV files were analysed through Excel. Data collection took place on 21 September 2017.

At the time of data collection, @WISERDEducation had 543 followers. More than half (301) of these followers self-identified as being based in Wales (a fifth showed locations in England, Northern Ireland and Scotland). Of the followers in Wales, just under half (129) self-identified as being based in Cardiff, with the remainder showing locations across north and south Wales. Although Cardiff-centric, follower locations suggest the WISERDEducation Twitter account has reach across the whole of Wales, while also reaching the wider UK.

Since its creation on 11 September 2013, the WISERDEducation account has tweeted 247 times. 93 of these tweets were original postings made directly from the account. More than half (154) were retweets. The tendency towards retweeting other people rather than developing a distinctive voice for the project account is not generally considered good practice in social media communications. However, the majority (85) of the retweets were of original posts made by members of the WISERDEducation team, emphasising the people behind the project and their own voices. Given the fact that the project did not have a dedicated communications officer, this approach seems to be an effective way of generating content for the account and communicating with its followers.

The content covered in tweets and retweets was broad, covering educational news stories (related to both Welsh and wider UK education), activities of WISERDEducation, particularly where they related to knowledge exchange (competitions for teachers, sharing blog posts, and the student hero project), and live tweeting conferences (WISERD and BERA). A small number of tweets also highlighted the cohort study and the availability of the data. However, tweets generated little engagement across the accounts users. Aside from a small number of retweets of high profile individuals or news stories, the majority of the tweets only generated one or two retweets. This suggests a lack of a distinct community of users built up around the account. While it has built up a strong number of Welsh followers, there is no indication that the Twitter account has brought them together around WISERDEducation.

Alongside the WISERDEducation Twitter account, the general WISERD twitter account also posted a number of Tweets relating specifically to WISERDEducation. The @WISERDNews account is a larger, more active and more established account. It has 3,301 followers and has tweeted 5,380 times since its creation (February 2010). The WISERDEducation team have provided the statistics (Table 15) for education-specific tweets from this account for the 12 months prior to September 2017.

Table 15: WISERD tweets on education

	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Jul-17	Aug-17
No. of Education Tweets	10	2	7	12	0	2	4	2	4	14	4	5
Engagement	234	26	135	161	0	223	132	7	37	397	124	175

Although the number of monthly tweets was relatively small in this 12-month period, the levels of engagement are high, particularly when compared with the WISERDEducation account. This shows the advantage of being structurally linked with the WISERD project and the ability to reach a wider, more actively engaged audience through its communication strategy.

WISERDEducation Facebook Group

At the time of writing, the WiserdEducation Facebook Group has 22 members. These include individuals from Cardiff, Cardiff Met, Swansea, UWTSD and Bangor. Content is primarily posted by Sally Power and Chris Taylor and is often focused on sharing links to news stories related to education in Wales. Engagement is limited. However, during the last writing group, several other members of the Facebook Group made and liked posts, suggesting its core function may be supporting offline activities.

Strategic coherence

The overall strategy adopted by the WISERDEducation team appears to be rooted in the provision of static information about the project through its website, while driving users to core sections through dynamic blog content. There was a clear joined-up approach across the e-newsletter and twitter accounts, which shared links to new blogs (as well as information related to events and project activities) across the different networks. This consistent attempt to promote the project through a combination of blog posts, social media activity and e-newsletters is considered good strategic communications practice.

However, the limited blog content and only one newsletter in 2016 are likely to have reduced the effectiveness of this strategy. Similarly, much of the core content on the WISERDEducation website does not appear to have been properly updated since 2014. With a substantial part of the site focused on providing information to schools, parents and pupils participating in the cohort study, it is questionable whether the full range of WISERDEducation activities are adequately shared and, importantly, whether enough public information is made available to educational researchers and teacher educators and the available opportunities and the availability of the cohort study data.

Therefore, the finding of this evaluation would be that the adopted digital communications strategy is appropriate and coherent, but has been limited by a lack of blog posts and incomplete information on the website. A recommendation would be to ensure there is clear,

up to date information, targeted at staff in schools and HEIs across Wales, explaining what data are available from the cohort study, how they can be accessed, and (perhaps through explicit case studies), how they might be used.

Growth of engagement

Establishing whether engagement with WISERDEducation's digital outputs has increased over the duration of the programme is an important indication of whether it has reached areas of the educational community in Wales that may not have traditionally engaged with educational research. The Website shows clear growth in the number of unique users. Although there is no way of establishing who these users are and many may be participants in the cohort study accessing information, the significant growth in use suggests that the programme is likely to have been effective in engaging a large number of individuals across Wales with the available online information. Similarly, the number of recipients of the newsletter increased across the years and the number of times the letters were opened and links clicked grew at a similar rate. This suggests that drawing on the structural links with the wider WISERD project was an effective way of disseminating information and promoting the programme.

Growth in engagement with the blog posts was not apparent. Engagement is directly tied to the number of posts produced each year and a reduced number of published posts in 2016 reduced the potential for growth in engagement. However, both Twitter accounts appear to show steady growth in the number of followers and an increased potential for reaching a growing number of individuals. With the majority of the followers based in a variety of locations across Wales, the data suggest that engagement was occurring within the targeted community.

Therefore, although data related to digital engagement are limited, the available information appears to suggest that WISERDEducation has been effective in developing and growing a digital user-base. However, as highlighted above, the limited information available online for educational researchers to engage with cohort data may mean that the potential of this expanded reach has not been fully exploited.

A cohesive community

Establishing whether WISERDEducation has built any kind of meaningful digital community around itself may be an important indicator of the project successfully enhancing educational research capacity. An active, overtly engaged community indicates buy-in, strong networks, and the potential for collaboration. This would be most apparent across the social media accounts associated with the project. As described above, although the @WISERDEducation Twitter account had 543 followers at the time of data collection, retweets and replies were limited and the account has not forged its own distinct digital identity. While it appears to have been an important tool for dissemination and sharing events and relative news stories and may be an important vehicle for raising the profiles of WISERDEducation staff, there is little evidence that it had been instrumental in developing a cohesive community around itself. While the @WISERDNews account has a greater reach and has generated more retweets and replies, the

number of education related tweets is relatively small in number, and so there is also little evidence of a Welsh educational research community in the digital domain.

The Facebook group, with only 22 members (including many WISERDEducation staff), does not appear to represent a large community. However, given its links with WISERDEducation writing groups, it may represent a cohesive network of key researchers and highlight the impact of these face to face capacity building interventions.

Overall, the findings of this component of the evaluation suggest that the digital activity of WISERDEducation has had limited effect on successfully developing an actively engaged online network or community and so the potential for developing capacity through social media is likely to have been limited. However, this kind of activity was not a core part of the overall programme and the limited success is likely to reflect the challenging context in Wales and an absence of large-scale pre-existing online and offline research networks. It is worth noting that, although small in scale, online digital networking and community building appeared to be most effective when it was associated with offline CPD and capacity building activities.

4.4. Sustainable infrastructure for educational research

WISERDEducation aim:

To put in place an infrastructure which will ensure that this capacity and activity can be sustained over the long term, leading to increased recognition of high quality education research in Wales in future UK-wide research assessment exercises.

Specific activities:

Cohort studies; data integration

Evaluation question:

To what extent has the overall WISERDEducation programme developed capacity and infrastructure that can be sustained beyond the funded period?

4.4.1. Overall perception and awareness

Providing a data infrastructure for educational research in Wales, with a large scale longitudinal dataset at its heart, was a core aim of the programme. As described in the initial proposal, the cohort study was viewed as an essential part of raising educational research capacity in Wales by making available robust, accessible, integrated longitudinal datasets to educational researchers. Access to these datasets, in conjunction with the wider capacity building and knowledge exchange work, was seen as driving high-quality educational research. Although we are discussing this component of the programme under the 'infrastructure' aim, it was also designed as a core element of the programme's capacity building model, in the form of a virtual laboratory to host the data from the longitudinal studies and integrated datasets, providing quantitative and qualitative data to complement existing administrative datasets. For that purpose, the intention was to make the secure and anonymized data available to all researchers in Wales and the wider research community including government researchers through UK Data Archive and WISERD's Geo-Portal. In addition, the cohort studies were seen as a springboard for further research activities designed to improve the quality of learning and the standards of teaching and teacher education in Wales.

31 (41%) of respondents to the survey were aware that WISERDEducation had been undertaking a cohort study. Some recognized the value of the study (including its rural/semi-rural/urban design) as a unique contribution to developing Wales-specific large scale datasets:

“until WISERD evolved, too much educational data in Wales was based on English data rather than focusing on the issues of the more rural country of Wales” (survey respondent).

Of the 31 individuals who reported awareness of the cohort study in the survey, the majority (25) were aware that the data were available to researchers. 11 hoped to access the data in the

future, while 6 respondents had already accessed the data and some had replicated some of the questions in their own research. However, it is important to note that only 6 respondents reported ever accessing any large quantitative datasets and these people largely correspond with those individuals that had already accessed the WISERDEducation data. This may suggest a lack of experience, desire or capacity to engage with quantitative data and complex datasets. This finding may also be symptomatic of a reported lack of clear and practical information about the nature of the data from the cohort study and how to access it. For example, the information on the Cohort Study provided on the WISERDEducation website is incomplete and in need of updating. Nonetheless, those who were aware of access arrangements made it clear that the need to travel to Cardiff University in order to access the data on site was a key barrier to their engagement.

Although the datasets themselves were conceptualised as the key output of the cohort studies, this element of the programme also had wider reported impacts on the profile and environment for education research in Wales, as a Wales-based, large-scale, rigorous longitudinal study in education.

4.4.2. The cohort studies

The cohort studies identified twenty nine primary and secondary schools and followed a class of children in each school. The schools were located across Wales, in rural, semi-rural and urban areas. They included Welsh-medium, English-medium and dual language schools. Data related to individual cohort members (and their families where appropriate) were collected annually through interviews, observations, assessments and electronic interface. Data were collected annually from participating institutions as part of an 'institutional audit' through interviews with staff and systematic observations.

Due to delays with the recruitment of staff on the programme, the cohort study was also delayed by six-months (agreed with HEFCW as a non-cost extension), to January 2013. A decision was made early on to delay cohort A further (early years) as parental opt-in was very low, making statistical confidence unviable, and the instruments were deemed to be inappropriate for very young children.

In 2013, the team successfully established good field relations with 29 schools for the cohort study and interviews were undertaken with head teachers and chairs of governing bodies (Monitoring and Evaluation Report, February 2014). The first Sweep of data collection was successfully completed in 2013 and Sweep 2 was completed in 2014 (Year 2 monitoring report). Sweep 3 was completed in 2014. However, collecting data from Cohort D proved challenging in this sweep as many participants had moved institutions or left education (Year 3 Interim Report). Sweep 4 was undertaken in 2015/16 (Year 4 Monitoring Report, Final Draft) and the planned deposit of data with the UK data service was deferred accordingly (Year 3 Interim Report).

In 2016 WISERDEducation received about £215,000 from the Cardiff University Research Infrastructure Fund to extend data collection until 2019. This funding covered only data collection and no analysis or capacity building activities. The most recent sweep collected is Sweep 5, which dropped one cohort but introduced instead a new cohort of Year 7 students, Cohort E.

Table 16 summarizes the samples achieved in the four sweeps available to date of the cohort studies.

Table 16. Samples achieved in the cohort studies

Sweep 1 (2013)

Cohort A		Cohort B		Cohort C		Cohort D		TOTAL	
Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
na	Na	16	345	13	404	13	428	29	1177

Sweep 2 (2014)

Cohort A		Cohort B		Cohort C		Cohort D		TOTAL	
Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
15	443	13	355	13	381	13	338	28	1617

Sweep 3 (2015)

Cohort A		Cohort B		Cohort C		Cohort D		TOTAL	
Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
10	237	12	291	13	351	12	157	23	1036

Sweep 4 (2016)

Cohort A		Cohort B		Cohort C		Cohort D		TOTAL	
Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
12	405	13	264	13	259	8	95	25	1023

Sweep 5 (2017)

Cohort A		Cohort B		Cohort C		Cohort D		Cohort E (new year 7)		TOTAL	
Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
	na		336		177		22		596		1131

Teacher Survey

Mainstream Schools	Special Schools	Total
224	24	248

Parent Survey

Cohort B	Cohort C	Cohort D	Total	Missing Data
66	80	87	247	14

The cohort studies have led to twelve peer-reviewed publications, seven technical reports and a further professional publication to date, and, as reported in interviews, have established a perception of quality among peer communities:

“they do really high quality work and the reputation they have for that work goes before them”
(*senior academic*).

4.4.3. Data integration and access

The outputs from the cohort study were primarily conceptualised as longitudinal datasets that could be accessed by educational researchers. A key challenge was highlighted in the interviews with the programme team, who indicated the importance of continuing the cohort studies and also of keeping the datasets “relevant and alive” – a resource-intensive task, particularly in the absence of a sense of shared interest and investment in the data that might have occurred if the surveys had been co-designed with other partners from HE and beyond (*WISERDEducation staff interviews 1, 2, 3*).

The integration of the cohort datasets with other datasets currently available formed a core part of the original project proposal. The original plans envisaged secure anonymised linkage of individual pupils from the longitudinal cohorts to corresponding NPD records by the NHS Wales Informatics Service (NWIS). Matching records would allow links to be made between cohort members and the NPD Unique Pupil Number. The integrated dataset would be stored in the Secure Anonymised Information Linkage (SAIL) Project in the Health Information Research Unit (HIRU) at Swansea. Enhanced data extraction would be undertaken by SAIL, resulting in anonymous files for each cohort member that would be passed back to WISERDEducation for enhanced analysis. Eventual submission to the UK Data Archive was also one of the early intentions.

A Data Strategy Group was established and met in December 2012 and March 2013, to support data integration (Monitoring and Evaluation Report, February 2014). The programme’s leadership team visited SAIL in 2013 to discuss issues of data integration.

Nonetheless, the ongoing methodological, practical and legal challenges of integrating data with already existing datasets and of sharing the data widely were highlighted early on in the project.

In particular, integration with the NPD records was hindered by legal issues related to confidentiality; while, despite the original vision of a 'virtual laboratory' that offered researchers open access to the data, for similar reasons access had to be limited to secure on-site access in Cardiff or at Swansea, although the study questions and basic data are available via portal access from any location (the data portal was funded from sources other than the WISERDEducation grant). There is limited information available in the public domain to researchers about the correct procedure for access. As a result, at the time of the evaluation, the original data integration and sharing plans had largely been put on hold in favor of a "secure guided access" model, whereby the data were held physically on a secure server which could be accessed physically on site, following an induction by the team and a confidentiality agreement.

The respondents to both the survey and the interviews pointed out the practical difficulties involved in travelling to a physical location in South Wales in order to access the data, particularly if extended use was required. Thus, although they were aware of the dataset, "very interested" in using it, and had received assurances of its availability (including via WISERDEducation institutional visits and other events), they did not proactively seek to access it. For the future, they recommended increased communication about the dataset, its content, limitations and usability, as well as about the practicalities of accessing and using it. Widening access to this infrastructure and facilitating remote work was deemed essential.

Both the programme team and some of the respondents pointed out the value of the datasets and the importance of facilitating further utilization.

5. FINDINGS: PROGRAMME DELIVERY

5.1. Governance, management and planning

The governance arrangements for WISERDEducation had a layer of complexity arising from the different partnership structure of WISERD, within which the key governance bodies resided, and WISERDEducation. The different structures were somewhat difficult to communicate to external partners, particularly as within WISERD the remit of WISERDEducation was seen as wider than the HEFCW grant and encompassing all educational research. Whilst this arrangement might have raised questions of representation of all WISERDEducation partners in governance decisions, a key benefit arising from the connection with WISERD was the access to a ready-made research and communication infrastructure, to a pool of trained research staff, and to existent experience and support for the delivery of the programme. In addition, an indirect but important outcome was the strengthening of the voice of educational research within the multi-disciplinary WISERD partnership.

The documentation shows a professional and collaborative relationship with the funding body, HEFCW, together with effective mechanisms for monitoring progress.

Overall, the survey, interview and documentary data suggest that the management of the programme was seen as effective by all the relevant parties. The management team's responses to change and risks being actualised were appropriate and well-planned. The respondents commented repeatedly on the willingness of the WISERDEducation team to visit institutions and offer other types of support, and the professionalism with which such support was offered when requested.

No issues were identified in relation to personnel and financial management. In particular, the management of the professional development of programme staff was identified as an area of strength (see Appendix 4 for staff destinations). Some respondents commented on the fact that different administrative systems and procedures across institutions may hinder collaboration, but this is a wider systemic issue rather than something which is specific to this particular programme.

Some participants offered further detailed comments on the programme's communications and policy and practice engagement activities. They suggested that future capacity building initiatives need to include a detailed plan for more sustained and strategic communications tailored to different audiences and including public channels such as the press and popular media. Similarly, a more detailed knowledge exchange and policy and practice engagement plan may have provided more defined opportunities. They also argued that a key role for an initiative like WISERDEducation, particularly once it is firmly established, is to spearhead the effort to

raise the public profile of educational research nationally, in institutions, and internationally, and that this role may involve advocacy within UK and international organisations.

5.2. Summary of programme performance

On balance, the data presented in the report suggest that many elements of the programme are seen by the relevant stakeholders as having met or exceeded expectations, whilst the success of others had been hindered by difficulties, some of which proved as yet insurmountable. Figure 4 offers a qualitative summary of the views and evidence captured throughout the evaluation.

Figure 13. Summary of performance across the different elements of the programme



Overall, the programme's portfolio of activities was very rich and thus it provided valuable opportunities to try out and explore different approaches to capacity building, in a highly complex and shifting context.

5.3. Value for money

5.3.1. Introduction

We looked at the resources used and the inputs into the programme, with a view to economy (minimising the cost of resources used while having regard to quality), along with the outputs, outcomes and impact, looking at both the inputs and outputs in terms of efficiency (that is, the relationship between outputs and the resources used to produce them), and effectiveness (meaning the extent to which the objectives of the project were achieved, and the relationship between intended and actual impacts).

5.3.2. Project inputs and costs

The WISERDEducation programme of work was both ambitious and complex, in that it was simultaneously attempting to achieve a number of rather different outcomes. Put differently, this ambitious undertaking could have been pursued through two or three discrete programmes of work, rather than being combined into a more complex whole. Had the more targeted approach been adopted, then the link from inputs to outputs might have been clearer to map. However, there was an obvious logic to seeking to combine what were synergistic work streams, and there were economies of scale and scope from so doing, so it would be wrong to mark down the project's Value for Money achievements simply because the link between inputs and outputs is more complex when multiple aims and objectives are being pursued, and particularly so when such an approach seems appropriate and justified.

Thus, for example, the inputs to the programme included a greater spending on consultancy, placements, or 'exceptional items' than might sometimes be found or required in such projects, but in this multi-dimensional undertaking those aspects were clearly appropriate, and the resources devoted to those aspects quite justifiable. The subsequent adjustments to these items as the programme developed were an adequate response to the barriers and challenges encountered.

The programme appears to have been run efficiently in terms of its governance and management, with the required reports having been submitted as required.

The initial difficulty in recruiting researchers, which led to the programme of work being extended, appears to have been a quite understandable difficulty which is common in such undertakings. The no-cost extension requested at that point was an appropriate response.

5.3.3. Effectiveness

The WISERDEducation programme appears to have been delivered with an appropriately economical use of resources, and generally managed and governed efficiently. The one aspect of Value for Money where outcomes might have been more positive is regarding effectiveness. To some extent this was for reasons largely beyond anyone's reasonable control, such as the

delay in the initial recruitment of researchers, and certainly the unfortunate circumstance of researchers experiencing health problems, but there were other areas that were not necessarily out of the control of the programme, most obviously around the communication strategy and its implementation. However, here the picture was mixed rather than negative, and should be seen in the context that probably most such programmes could in theory communicate their outcomes more effectively. That after all is part of the motivation behind the increasing emphasis on 'impact' when evaluating research and research investments.

Specific issues related to effectiveness arise from the level of ambition of, and the relationship between, the aims and the objectives of the programme. As noted above, the aims were highly ambitious and perhaps too wide-ranging given the resource available, a situation reflected in the fact that the objectives agreed between the funding body and the programme team, while adequately challenging for a research programme, did not operationalise all the original aims. The breadth of the aims and the incomplete alignment between aims and objectives means that, while the programme was clearly effective in delivering the agreed objectives, there is a more mixed picture in relation to the achievement of the overall aims, as summarized in section 5.2.

A further area where it is hard to judge how the effectiveness of the project measures up to what was intended relates to the extent to which it has been able to make sustainable the various strands of work. It would appear that by the end of the initially projected lifetime of the programme, some of the outputs had not been delivered as planned, including securing the additional research grants originally hoped for, or getting the expected number of peer-reviewed journal articles submitted for publication. However, the number of publication outputs rose during the extension of the project, with a strong number of outputs actually published or accepted for publication. Further, the unfunded contributions of PI time made during the extension years provided additional value for money in terms of the initial investment, as well as leading to the additional success in securing a degree of sustainability (via achieving the funds for a continuation of the survey 'sweeps').

5.3.4. Lessons learned

The breadth of the programme's aims relative to the size of the budget for the programme was from the start likely to put constraints around what could realistically be achieved. Even if the objectives were more feasible within the limits of the resources available, it would be essential to consider early on the alignment between aims and objectives and the feasibility of achieving system-level aims with limited resources. While the budget was adequate for a large-scale project delivering the cohort studies as a key resource for the Welsh educational research context, the wider aims would normally require more extensive investment.

As indicated above, it is a common difficulty with such programmes of work to recruit the required staff within the timescale initially envisaged, so a more specific lesson to be learned is to allow for sufficient time for these start-up arrangements to be completed successfully. To

repeat, this is not a new lesson, and it is understandable that researchers remain ambitious about how quickly they might be able to recruit staff in order to get the substantive work underway.

A further lesson to be learned is discussed elsewhere in the report, around the possibility of the communication strategy having been more effective, including through its use of the website and social media. Again, this is a rather generic issue, and the outcomes for WISERDEducation were mixed, with some good and effective aspects regarding these communication issues.

5.3.5. Conclusion

Our conclusion, from the documentation provided, and also from a consideration of the results of this wider evaluation of the WISERDEducation programme, is that the programme was conducted with an appropriate view to economy, meaning that we did not identify any material examples of where resource costs could have been reduced without potentially endangering the quality of the programme's work. The programme appeared to have made efficient use of its inputs in seeking to achieve its intended outcomes and objectives. As indicated in the overall conclusions of the evaluation exercise, there were examples identified, such as around the communication strategy, where the actual impact of the project might have been greater had these aspects of the work been undertaken more effectively.

Overall, therefore, the WISERDEducation programme appears to have been well conducted as regards value for money: while, like with any such programme, it would have been possible to have been more effective, the programme was run efficiently, and was delivered economically.

6. FINDINGS: CHALLENGES, BARRIERS AND LESSONS FOR THE FUTURE

6.1. Barriers and challenges to realizing the aims of the programme 2012-17

In summary, the programme-specific barriers and challenges reported by our respondents (as highlighted throughout this report) include:

- Demanding aims, with the programme being expected to deliver at the same time new high quality, large-scale research, and a nation-wide capacity building programme.
- Mismatched expectations for exercising agency, with the programme team expecting buy-in and demand from institutions or individuals, while institutions/ individuals expected their engagement with the substantive research and capacity building activities offered by WISERDEducation to be pro-actively facilitated by the programme team.
- The considerable challenges of freeing up the senior academic time required in order to deliver the capacity building activities without compromising the investment of time necessary for generating new high-quality research and for ensuring the sustainability and legacy of the programme. These challenges included the need to balance the considerable commitment to delivering the activities with investing time in leveraging and completing additional grants that could help keep up the momentum, raise the profile and impact, and increase the sustainability of the programme.
- Difficulties in securing participation in capacity building activities – for example, it proved very difficult to carve significant blocks of time for the placement fellows out of their regular workloads and institutional responsibilities to spend on research, particularly if away from their home institutions.
- Implementing collaborative (for example, involving others in developing joint bids) and translational activities; as noted in interim report 2014: "There is a lot of goodwill but it is difficult to translate this into action".
- Governance and public communication complexities entailed by the different partnership structures involved in WISERD and WISERDEducation.
- Range of perceptions related to the location of the programme in Cardiff University ("dual identity of a) having a pan-Wales role to support research and b) being part of Cardiff University" – *institutional management*).
- Divergent definitions of educational research, notably the underpinning social-scientific model of capacity building proposed by the programme as against some of the localised research engagement provision in ITE institutions, and which earlier ITE initiatives such as the chartered teacher had proposed.

- Unanticipated changes in the context of teacher education and higher education in Wales more generally, with direct impact on institutional responsiveness to the programme's offer.
- Limited capacity to take up the offer to work with large-scale quantitative datasets. Respondents suggested that WISERDEducation could expand the reach of its cohort studies by sharing anew, via a range of channels, clear, up-to-date information, targeted at staff in schools and HEIs across Wales, explaining what data are available from the cohort study, how they can be accessed, and how they might be used.
- Legal, methodological and practical difficulties in integrating and sharing the datasets arising from the cohort studies.
- Capacity building is a "long, slow burn" (*policy interview*) process, requiring more than the original three-year timeframe.

Importantly, the programme was also confronted with all the barriers listed in section 6.2 below. These were seen by the respondents as persistent factors that had hindered historically and continue to hinder efforts to build research capacity in education across Wales. Of course, the programme itself was set up in an effort to tackle some of these persistent and wide ranging barriers highlighted below; however, despite progress, the scale and scope of the programme were no match to many of the large-scale systemic and contextual challenges described by our respondents.

6.2. Persistent barriers to educational research capacity building in Wales

Evaluation participants, particularly those who took part in the in-depth interviews, identified historical and more recent challenges to capacity building for educational research and professional research literacy, which they deemed likely to persist in the near future at least. These challenges, they argued, need to be understood from the diverse standpoints of the different groups of stakeholders making up the higher education, teacher education and education system/s in Wales. WISERDEducation has been a testing ground for a wide range of possible nation-wide interventions and the lessons drawn from these interventions are an invaluable part of the programme's legacy. Future investments in capacity building for educational research and research literacy need to consider this experience and build on a multi-faceted understanding of ongoing barriers and challenges.

The remainder of this section summarizes the different types of challenges and barriers identified by participants, organized in three categories: contextual and institution-level; individual-level; and field-related.

6.2.1. Contextual and institutional barriers and challenges

The following is a summary of the contextual and individual barriers and challenges mentioned in the interview and/or the survey data:

- Fast pace of systemic and policy change, coupled with tight accountability regimes.
- Conflicting pressures generated by the restructuring of the HE system and of ITE provision: competition vs collaboration, concentrated vs distributed funding.
- Uncertainty and flux in the system, leading to some institutional reluctance to commit and invest in research.
- Changing regime of fees and funding and changing accreditation requirements in ITE.
- Teaching and research seen as conflicting rather than mutually enforcing institutional priorities – thus teaching and research were not always part of the same professional culture in institutions.
- Insufficient quantitative methods and research synthesis training across the Welsh HEI and ITE communities.
- Insufficient recognition of research as part of workload allocation for some groups of staff.
- Insufficient appreciation of the demands of high-quality research across different professional communities and research traditions.
- Insufficient understanding of educational research among other subject faculties in HEIs.
- Difficult to grow ‘critical mass’ (substantively and/or methodologically) in institutions.
- Perceived financial disincentives to institutions’ investing in research in teacher education.

6.2.2. Individual-level barriers and challenges

Interview and survey responses identified the following barriers and challenges:

- Time and workload pressures, together with perceived lack of senior management and institutional support, preventing staff in ITE departments and in schools from engaging more fully with and in research.
- Perceived dearth of funding opportunities.
- Limited or non-supported access to training opportunities for staff on small fractional contracts or with teaching-only (or teaching-mainly) roles.
- Discontinuous investment in emerging research cultures, for example in the Masters of Educational Practice, support for staff undertaking doctoral studies etc.
- Increasing workloads in the aftermath of restructuring.
- Difficulties in securing employment conditions that match higher levels of research training and capabilities.

6.2.3. Field-related barriers and challenges:

The respondents commented on:

- Relatively small size of research community in education in Wales, with unclear boundaries and patterns of out-migration to other parts of the UK.

- Geographical imbalance in the distribution of educational research qualifications and expertise.
- Fragmentation of research activity across institutions, modes of research and disciplines. Fault lines between practice-oriented and social-scientific research; between research in ITE departments and that prioritized in other sites; between research time allocations for teacher educators and other academic staff in education.
- Highly selective REF submissions in HEIs.
- No submission to REF 2014 from institutions providing teacher education in Wales.
- Diminished expertise in Welsh-medium education and Welsh-medium educational/ social scientific research experience.
- Insufficient spread of advanced research skills, leading to a relatively small recruitment pool for high quality large-scale research projects.
- Uneven recognition of the value of different forms of educational research.
- Insufficient infrastructure for research communication in education.

6.3. Opportunities

Notwithstanding the considerable challenges and barriers summarized, the participants also identified several emerging opportunities for the renewal of the research environment across Wales (one interviewee referred to “green shoots”). In particular, they highlighted:

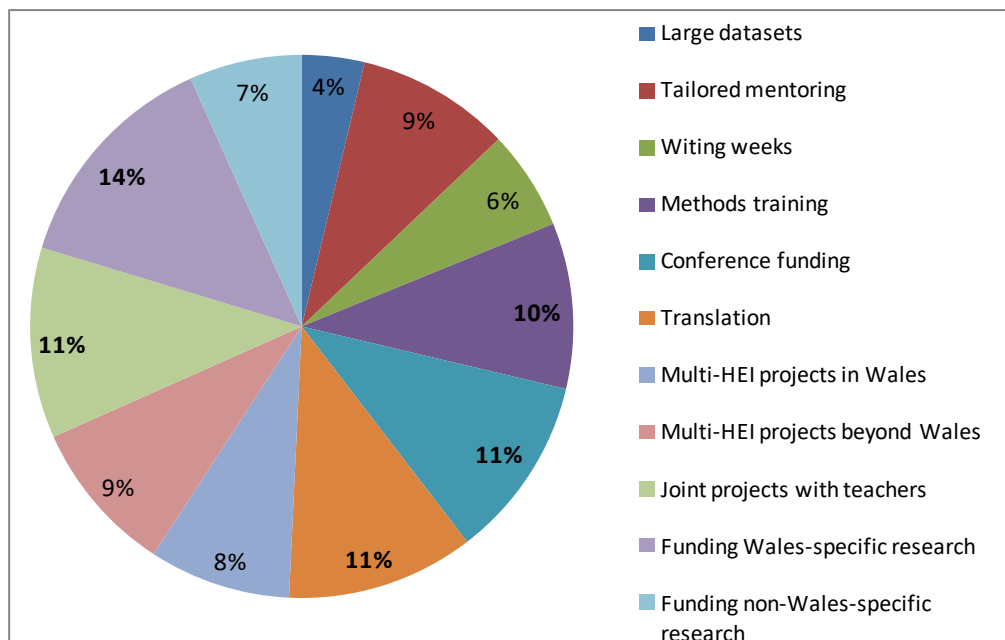
- The role of continued institutional, ESRC and government support for postgraduate research, including for staff already in post.
- The likely impact of new research leadership roles and of emergent strategic emphasis on research in some institutions.
- New research initiatives across the system.
- The supportive political agenda arising from the Furlong recommendations for ITE “to engage with school-based colleagues in taking forward close-to-practice education research” (*survey response, research management*) – a “clear message not just to higher education but... to the education community” (*interview with institutional management, ITE institution*).
- The integration of Wales-educated educational researchers returning from other countries into the higher education system.
- The opportunities to learn from the Masters in Educational Practice model and from the experience of WERN.
- The lessons learned from and the legacy of WISERDEducation, including the cohort studies dataset which can be more widely utilized.

7. CONCLUSIONS AND RECOMMENDATIONS

7.1. Respondents' views on future priorities

The survey gathered information about respondents' prioritization of different types of future potential capacity building interventions, relative to their perception of the most pressing needs. The areas of highest priority thus identified were the investment of more funding into the conduct of educational research focused on education in Wales (67.9% of the respondents rated it as top priority on a four-point scale); followed by investment in encouraging joint research projects between HEIs in Wales and teachers (56.8% high priority); investment in translating research into accessible and useable formats for practitioners and policy-makers (55.6%); and providing funding to support education researchers including teacher educators to attend research conferences (54.3%). Figure 5 offers a breakdown of the total responses under the top priority category.

Figure 14. Distribution of highest priorities for future capacity building investments in Wales (n=81)



Coupled with feedback from the open questions, interviews, and other sources of evaluative evidence, these figures suggest that WISERDEducation has already played an important role in addressing some of the gaps in research capacity in Wales, and in particular in terms of developing a large-scale, Wales-specific dataset on education and the conditions for future integration and sharing, and also in terms of provision of support for writing and publication. However, Figure 5 also illustrates some of the challenges and barriers discussed in section 6, for example the conflicting drivers towards institutional competition rather than collaboration and

the uneven distribution of existing professional, substantive and methodological expertise, both of which are factors which may hinder systemic efforts to encourage multi-institutional research. Nonetheless, the evidence points towards wide support for strategic investment in Wales-based, including but not limited to Wales-specific, research; in research capacity and infrastructure; and also in knowledge exchange and communication across settings and sectors. In particular, respondents were keen to point out that the availability of services or opportunities is not sufficient if individuals and institutions' practical capability to access them is not enabled.

7.2. Recommendations

Drawing on all the evidence we have gathered, we recommend that HEFCW and other agencies involved in funding and using educational research in Wales consider the actions and priorities summarized in Table 17.

Table 17. Summary of recommendations

	Recommendation	Key actors
1	Draw on lessons from WISERDEducation successes to prioritise future capacity building interventions for high-quality educational research in Wales at all levels	Funding bodies, WISERDEducation
2	Invest in educational research that benefits the specific characteristics of the Welsh context	Funding bodies
3	Develop a strategic agenda for research training and mobility in education in Wales	HEFCW, with HEIs and learned societies
4	Conduct a review of how collaborative funding arrangements can incentivize the connections between different modes of education research	Funding bodies, Welsh Government, HEIs, education institutions and consortia
5	Consider setting up a funding scheme for small-scale catalyst grants	Funding bodies
6	Invest in infrastructure for research access, communication and integration	Funding bodies, Welsh Government, HEIs, data agencies, WISERDEducation
7	Implement ongoing evaluation of policy investments in education and research capacity building	Welsh Government, policy and funding bodies
8	Raise the profile of Wales-based educational research	HEFCW, HEIs, WISERDEducation, other stakeholders
9	Host national debate and steer policy on a responsible educational research agenda for Wales	HEFCW, with industry, HEI, policy and funding partners

In more detail, we recommend that the relevant stakeholders take action to:

Recommendation 1. Draw on lessons from WISERDEducation successes to prioritise future capacity building interventions for high-quality educational research in Wales at all levels.

The hands-on experience of WISERDEducation should be used to prioritise future capacity building interventions being considered for further investment. WISERDEducation has very usefully trialled a large number of possible interventions and the outcomes of that process should inform the investment of resources in future initiatives. In particular, WISERDEducation has shown how interventions such as writing and conference support or coaching and mentoring can contribute to developing individual researchers' capacity for conducting, publishing and in other ways engaging with high-quality research. It has also demonstrated both the value and the challenges of developing, integrating and making available large-scale educational research datasets of national relevance. However, a key lesson from WISERDEducation is that system-wide capacity building encompasses different levels, which include the development of individual research capacity, but also the development of institutional research capacity, the development of national research strategy and infrastructure, and the development of teachers' and other stakeholders' research literacy and engagement. To achieve change at systemic scale, future capacity building investments should target these different levels in a focused manner, through specific initiatives for each level and with adequate level of funding and stakeholder buy-in, including from policy, regulatory and practice settings. In addition, in scoping further investment the Welsh Government, funding bodies and HEIs should consider early on the feasibility of achieving large-scale and transformative aims on tight resources. A shared commitment to building research capacity and literacy across stakeholders is essential for educational research, teacher education and practice in Wales, but it should come with resources that are tailored to aims and objectives, to ensure the most effective possible use of the expertise engaged for the delivery of an initiative.

Recommendation 2. Invest in educational research that benefits the specific characteristics of the Welsh context.

Funding bodies based in Wales should work together to support adequately-costed collaborative high-quality projects of Wales-specific education research. This should include exploring options for sustaining the WISERDEducation cohort studies over time and for expanding their utilization, with a clear model of how teachers and teacher education might utilize the cohort studies for their own research and educational practice. It should also include consideration of support for traditionally strong areas of research (such as heritage languages and Welsh-medium instruction) that may have been endangered by loss of capacity through retirements or out-migration of academics to other higher education contexts over the past decade. Finally, it should include research on ongoing educational challenges that are specific to the Welsh context, including co-developed research around questions that arise from two-way knowledge exchange with the relevant communities (including schools, teacher educators, the regional consortia, public bodies, policy) and address their needs.

Recommendation 3. Develop a strategic agenda for research training and mobility in education in Wales.

This agenda could be led by HEFCW and should prioritize funding support for teacher educators undertaking postgraduate research degrees, and access to research training opportunities across a diversity of skills and modes of research. It should also reconsider the provision of practice-oriented and research-informed postgraduate degrees for teachers and for teacher educators on teaching-only roles, with built-in mentoring provision for practitioner researchers. It may also consider the feasibility of pan-Wales mobility schemes for postgraduate researchers. A consultative process should ensure that the views of HEIs, including those with ITE provision, and of relevant learned and professional societies are adequately built into the agenda.

Recommendation 4. Conduct a review of how collaborative funding arrangements can incentivize the connections between different modes of education research (including social scientific, humanities-based, and practice-based or pedagogical).

The experience of WISERDEducation shows the difficulties involved in making collaborative research work across diverse institutional settings within an environment that incentivizes competition. Future responsive-mode funding schemes for multi-institutional collaborative research projects should address these challenges, while not compromising the commitment to quality. They should include incentives for recognizing both the professional expertise brought by staff with pedagogical experience, practice-embedded networks, and in-depth knowledge of different educational settings; and the expertise of staff with knowledge, experience and training in ensuring the rigour and theoretical significance of different research designs and methodologies relevant to education research. The substantive contribution of each of the partners in a project should be recognized through fractional allocation of project funding across the partners. Research leadership and mentoring should also be costed into such bids.

Recommendation 5. Consider setting up a funding scheme for small-scale catalyst grants.

This scheme could be a start-up scheme for small-scale grants open to all Welsh HEIs for e.g. supporting bid development involving at least one institution with ITE provision, data integration, researcher development, knowledge exchange, networking and engagement, and/or dissemination by teams from different institutions. Working with local or regional institutional leads in order to pilot such scheme may be a future role for WISERDEducation.

Recommendation 6. Invest in infrastructure for research access, communication and integration.

Administrators, HEIs and funding bodies should collaborate to develop protocols that enable secure, confidential and adequately attributed virtual access to key Wales-based datasets. The access can be on the basis of partnership agreements (for example, in the case of the cohort studies, with WISERDEducation). Developing such protocols is an area of investment in its own

right, which needs to draw on experience from other contexts and sectors. It should be complemented by infrastructure for access to research outputs, including virtual access to publications for practitioners and policy-makers. Developing a more coherent infrastructure for research integration, access and communication across the system should be associated with offline CPD activities to support take-up.

Recommendation 7. Implement ongoing evaluation of policy investments in education and research capacity building.

Policy, regulatory, inspection and funding bodies should (continue to) build research and ongoing (i.e. not only summative) evaluation into policy investments in education. In particular, there is a need for ongoing evaluation of the implementation of the research-rich school and teacher education model recommended by the Furlong review and its impact on research literacy across the relevant professional communities.

Recommendation 8. Raise the profile of Wales-based educational research.

HEFCW, HEIs, learned societies, and other stakeholders should make concerted efforts to strengthen the UK-wide and international profile of Welsh research, for example through: facilitating and demonstrating research utilization as part of their own institutional practice; match-funding partnerships in high-quality comparative, longitudinal or other large-scale theoretical and empirical research; supporting strong education REF participation from Wales; and strategic engagement with national professional bodies and international organisations, including engagement led by Wales-based professional associations and learned societies. A proactively maintained and highly visible Directory of Expertise can be a useful tool for mapping the field of educational research in Wales and for networking within HEIs and into other sectors; the Directory should be expanded, updated and its use should be promoted.

Recommendation 9. Host national debate and steer policy on a responsible educational research agenda for Wales.

HEFCW can play an important role in stimulating stakeholder dialogue and identifying appropriate incentives and accountability around a revitalized responsible research agenda for educational research across Wales. The agenda should incorporate consideration of: gender and other equality characteristics, ethics, impact and engagement, innovation, and research access. Such an agenda can be linked to plans for REF2021 and should build on responsible research strategy and experience nationally and internationally.

8. APPENDICES⁹

⁹ Technical appendices including the interview protocols, survey questionnaire, and ethical documentation can also be provided.

Appendix 1. Publication outputs

ACTIVITY	TYPE	REFERENCE	METRICS Views Citations Altmetrics
Cohort study outputs	Peer-reviewed academic	[Total n =11]	
		Smith, K. 2015. Learning Welshness: does the Curriculum Cymreig positively affect pupils' orientations to Wales and Welshness?. <i>Education, Citizenship and Social Justice</i> 10(3), pp. 199-216	V = 229 C = 0 A = 5
		Power, S. & Smith, K. 2016. 'Giving, saving, spending: what would children do with £1 million?' <i>Children and Society</i> . View ahead version.	V = 139 C = 0
		Smith, K. 2016. <i>Curriculum, culture and citizenship education in Wales: investigations into the Curriculum Cymreig</i> . Palgrave Studies in Global Citizenship Education and Democracy. London: Palgrave MacMillan.	NA
		Power, S. 2016. The politics of education and the misrecognition of Wales. <i>Oxford Review of Education</i> 42(3), pp. 285-298.	V = 220 C = 1
		Power, S. & Smith, K. 2016. 'Heroes' and 'villains' in the lives of children and young people. <i>Discourse: Studies in the Cultural Politics of Education</i> .	V = 271 C = 0 A = 16
		Smith, K. (2017) 'Fy ardal/my neighbourhood: how might pupils' orientations to their neighbourhood contribute to a pedagogy of place?' <i>Environmental Education Research</i> 23(5), pp. 597-614.	V = 137 C = 0 A = 4
		Pearce, S., Power, S., & Taylor, C. 2017. Private tutoring in Wales: patterns of private investment and public provision, <i>Research Papers in Education</i> .	V = 102 C = 0 A = 9
		Power S, Taylor C, Horton K. 2017. Sleepless in school? The social dimensions of young people's bedtime rest and routines. <i>Journal of Youth Studies</i> .	V = 2298 C = 0 A = 329
		Pearce, S. 2017. Young people, place and devolved politics: perceived scale(s) of political concerns among under 18s living in Wales. <i>Social & Cultural Geography</i> (10.1080/14649365.2017.1355066)	51 0 13
		Under review: Power, S. & Taylor 2017. The mainstreaming of charities in schools. <i>Journal of Education Policy</i>	
Under review: Evans, D. 2017. 'Welsh identity in British			

		Wales'. <i>Nations and Nationalism</i>		
		Under review: Evans, D. 2017 'Welsh Devolution as Passive Revolution'. <i>Capital and Class</i>		
	Technical reports	[7]		
		Lewis, J., Power, S. & Taylor (2015) <i>Independent review of assessment and the national curriculum (the Donaldson Review). Analysis of questionnaire responses. The final report.</i> Welsh Government.		
		Sharp, K., K. Horton, K. Smith, S. Power, and C. Taylor. 2013. <i>Report of Year 6 Survey. October 2013.</i> Cardiff: WISERD		
		Smith, K., K. Horton, K. Sharp, S. Power, and C. Taylor. 2013. <i>Report of Year 8 Survey. October 2013.</i> Cardiff: WISERD		
		Horton, K., K. Smith, K. Sharp, S. Power, and C. Taylor. 2013. <i>Report of Year 10 Survey. October 2013.</i> Cardiff: WISERD		
		Smith, K., K. Horton, S. Pearce, D. Evans, S. Power and C. Taylor. 2014. <i>Report of Year 7 Survey. September 2014.</i> Cardiff: WISERD		
		Smith, K., K. Horton, K. Sharp, S. Power, and C. Taylor. 2014. <i>Report of Year 9 Survey. September 2014.</i> Cardiff: WISERD		
		Smith, K., K. Horton, K. Sharp, S. Power, and C. Taylor. 2014. <i>Report of Year 11 Survey. September 2014.</i> Cardiff: WISERD		
	Other, e.g. professional	[1]		
		Hampton, J. M. (2017) Content, constraint & misconceptions: Teachers' experiences of the sociology A level. <i>The Sociology Teacher</i> , 6 (3), pp.4-9.	NA	
Capacity building outputs	Peer reviewed academic	[2]		
		Grigg, R. 2016. 'Leave me alone and let me teach.' Teachers' views of Welsh Government education policies and education in Wales' <i>Wales Journal of Education</i> , 18 (1) 64-86	C = 0	
		Smith, K. and K. Horton, K. 2017. Educational Research and teaching in Wales: How Does Teachers' Engagement with Educational Research Differ in Wales from those in England? <i>Wales Journal of Education</i> , Vol. 19.1. p. 125-141	C = 0	
	Technical, reports	[2]		
		<i>A Directory of Research Expertise in Wales</i> , on the WISERD website.		
		Power, S. & Taylor, C. 2016. <i>Educational Research in Higher Education in Wales: Findings from a national survey.</i> WISERD.		
	Other, e.g. professional	No publications identified		
Other WiserdEd related outputs	Peer reviewed academic	[13]		
		Taylor, C. et al. 2013. Creating an inclusive Higher Education system? Progression and outcomes of students from low participation neighbourhoods at a Welsh university. <i>Contemporary Wales</i> 26, pp. 138-161.		

		Rees, G. and Taylor, C. M. 2015. Is there a 'crisis' in Welsh education?. <i>Transactions of the Honourable Society of Cymmrodorion</i> , pp. 97-113.	NA
		Rees, G. M. 2015. Wales: education and economy. In: Brock, C. ed. <i>Education in the United Kingdom</i> . London: Bloomsbury, pp. 213-230.	NA
		Taylor, C. M., Rhys, M. and Waldron, S. 2016. Implementing curriculum reform in Wales: the case of the Foundation Phase. <i>Oxford Review of Education</i> 42(3), pp. 299-315.	V = 368 C = 0 A = 2
		Taylor, C. M., Joshi, H. and Wright, C. 2015. Evaluating the impact of early years educational reform in Wales to age seven: the potential use of the UK Millennium Cohort Study. <i>Journal of Education Policy</i> 30(5), pp. 688-712. (10.1080/02680939.2014.963164)	1435 1 1
		Power, S. A. R. 2015. Wales: An overview. In: Brock, C. ed. <i>Education in the United Kingdom</i> . London: Bloomsbury, pp. 197-212.	NA
		Atherton, G., Dumangane, C., and Whitty, G. 2016. <i>Charting Equity in Higher Education: Drawing the Global Access Map</i> . London: Pearson,Plc.	
		Yhnell, E. et al. [incl. C Taylor] 2016. The impact of attaining the Welsh Bacculaureate Advanced Diploma on academic performance in bioscience higher education. <i>International Journal of Science Education</i> 38(1), pp. 156-169. (10.1080/09500693.2015.1135353)	778 0 1
		Pearce, S. 2017. Young people, place and devolved politics: perceived scale(s) of political concerns among under 18s living in Wales. <i>Social & Cultural Geography</i> (10.1080/14649365.2017.1355066)	51 0 13
		Evans, D. 2017. Out of depth in the Army Reserve: the methodological lessons of an enactive ethnography. <i>Journal of Contemporary Ethnography</i> .	NA
		Taylor, C. M. 2017. The reliability of free school meal eligibility as a measure of socio-economic disadvantage: evidence from the Millennium Cohort Study in Wales. <i>British Journal of Educational Studies</i> (10.1080/00071005.2017.1330464)	296 0 1
		Taylor, C. M., Rees, G. M. and Davies, O. R. 2013. Devolution and geographies of education: the use of the Millennium Cohort Study for 'home international' comparisons across the UK. <i>Comparative Education</i> 49(3), pp. 290-316. (10.1080/03050068.2013.802927)	1213 7 22
		Evans, D. Forthcoming. <i>Wales' Passive Revolution: Critical Reflections on Welsh Devolution</i> . University of Wales Press. Expected publication date 2017.	
	Technical reports	[22]	
		Lewis, J., Power, S. & Taylor (2015) <i>Independent review of assessment and the national curriculum (the Donaldson Review)</i> . Analysis of questionnaire responses. The final report. Welsh Government.	
		Taylor, C., M. Rhys, S. Waldron, R. Davies, S. Power, T.	

		Maynard, L. Moore, D. Blackaby and I. Plewis. 2015. <i>Evaluating the Foundation Phase: Final Report</i> . Cardiff: Welsh Government. [with 18 related publications]	
		C Taylor & D. Evans (2016) <i>Evaluation of the Foundation Phase Flexibility Pilot Scheme</i> , Welsh Government.	
		Evans, D., Taylor, C (2017) (in press) <i>An Evaluation of the Pupil Deprivation Grant</i> Welsh Assembly Government	
	Other, e.g. professional	No publications identified	
Non-WiserdEd based outputs	Peer reviewed academic	[14]	
		Rees, G. M. 2013. Comparing adult learning systems: an emerging political economy. <i>European Journal of Education</i> 48(2), pp. 200-212. (10.1111/ejed.12025)	
		Power, S. et al. 2013. Self, career and nationhood: the contrasting aspirations of British and French elite graduates. <i>British Journal of Sociology</i> 64(4), pp. 578-596. (10.1111/1468-4446.12048)	
		Power, S. A. R. and Taylor, C. M. 2013. Social justice and education in the public and private spheres. <i>Oxford Review of Education</i> 39(4), pp. 464-479. (10.1080/03054985.2013.821854)	
		Tholen, G. et al. including S Power 2013. The role of networks and connections in educational elites? Labour market entrance. <i>Research in Social Stratification and Mobility</i> 34, pp. 142-154. (10.1016/j.rssm.2013.10.003)	
		Smith, K. 2013. The Tau'olunga: A pacific metaphor for a caring, critical pedagogy. In: Kress, T. and Lake, R. eds. <i>We Saved the Best for You: Letters of Hope, Imagination and Wisdom for 21st Century Educators. Imagination and Praxis: Criticality and Creativity in Education and Educational Research</i> , Vol. 1. Sense Publishers, Boston, pp. 61-64.	
		Smith, K. 2013. Covert critique: Critical pedagogy 'under the radar' in a suburban middle school. <i>International Journal of Critical Pedagogy</i> 4(2), pp. 127-146.	
		Smith, K. 2014. Critical hits and critical spaces. In: Paugh, P., Kress, T. and Lake, R. eds. <i>Teaching towards Democracy with Postmodern and Popular Culture Texts. Imagination and Praxis</i> Sense Publishers, pp. 239-256, (10.1007/978-94-6209-875-6_15)	
		Smith, K. 2014. Critical discourse analysis as curriculum development in Pacific island nations: a comparative model for critical investigations of culture and curriculum. In: 'Otunuku, M., Johansson-Fua, S. and Nabobo-Baba, U. eds. <i>Of Waves, Winds and Wonderful Things: a Decade of Rethinking Pacific Education</i> . Suva, Fiji: University of the South Pacific Press, pp. 185-197.	

		Power, S. and G. Whitty. 2015. Selective, comprehensive and diversified secondary schooling in England: a brief history. In: de Waal, A. ed. <i>The Ins and Outs of Selective Secondary Schools: A Debate</i> . Civitas, pp. 9-28.	
		Smith, K. and 'Otunuku, M. 2015. Heliaki: transforming literacy in Tonga through metaphor. <i>The SoJo Journal: Educational Foundations and Social Justice Education</i> 1(1), pp. 99-112	
		Hudson, K. J., Taylor, C. M. and Henley, A. 2015. Trends in the management of registered sexual offenders across England and Wales: a geographical approach to the study of sexual offending. <i>Journal of Sexual Aggression</i> 21(1), pp. 56-70. (10.1080/13552600.2014.949314)	
		Allouch, A. et al., including S. Power 2016. L'éthique des élites scolaires. Du mérite à la responsabilité chez les étudiants de sciences po Paris et de l'Université d'Oxford. <i>L'Année Sociologique</i> 66(1), pp. 193-224.	
		Atherton, G., Dumangane, C., and Whitty, G. (2016). <i>Charting Equity in Higher Education: Drawing the Global Access Map</i> . London: Pearson, Plc.	
		Power, S. et al. 2016. Giving something back? Sentiments of privilege and social responsibility among elite graduates from Britain and France. <i>International Sociology</i> 31(3), pp. 305-323. (10.1177/0268580916629966)	
		Brown, P. et al. incl. S Power 2016. Credentials, talent and cultural capital: a comparative study of educational elites in England and France. <i>British Journal of Sociology of Education</i> 37(2), pp. 191-211. (10.1080/01425692.2014.920247)	

Appendix 2: External academic conferences and presentations

CONFERENCE DATE	PRESENTER & TITLE	PRESENTER: CATEGORY
2013	C. Taylor, S. Power and G. Rees: Disrupting Educational Inequality, WISERD Annual Conference, Glamorgan	STAFF
18 Oct 2013	Sally Power: Presentation at Durham University	STAFF
28/29 Nov 2013	S. Power: Presentation at Uppsala	STAFF
2014	S. Power: what would pupils do with £1M? <i>A Child's World Conference</i> , Aberystwyth.	STAFF
2014	S. Power: Heroes and Villains. <i>A Child's World Conference</i> , Aberystwyth.	STAFF
2014	S. Power, S. Taylor, K. Horton & K Smith: Four papers presented at European Conference of Educational Research, Porto	STAFF
22/24 May 2014	S. Power: Presentation at Helsinki University	STAFF
2014	S. Power, S. Taylor, K. Horton & K Smith: Four papers presented at British Educational Research Association Conference, London	STAFF
9-10 Oct 2014	K. Smith: Poster presentation at Society for Longitudinal and Life Course Studies Conference, Lausanne	STAFF
2015	K. Smith and K. Horton: Education Research and Teaching in Wales: Does Education Research in Wales Inform Teachers' Pedagogical Practice?, WISERD Annual Conference, Cardiff.	STAFF
2015	S. Pearce & S. Power: Inequalities in education: the role of shadow education in secondary schools across Wales, WISERD Annual Conference, Cardiff.	STAFF
2015	S. Pearce, S. Power, K. Smith, D. Evans and K. Horton: What future for the Welsh language in Wales? WISERD Annual Conference, Cardiff.	STAFF
2015	S. Pearce & S. Power: Inequalities in education: the role of shadow education in secondary schools across Wales, the European Conference on Educational Research, Budapest.	STAFF

2015	K. Smith: Democracy & Dragons: How is citizenship taught in schools in a further devolving Wales? Bergamo Conference, Dayton, Ohio, USA.	STAFF
2015	K. Smith: Against the Grain: Engaging citizenship education in challenging circumstances. Five Nations Network Conference. Cardiff.	STAFF
2015	K Smith: Keeping it Real: Using actual sociological research for the independent research component of the Welsh Baccalaureate. Cardiff University Welsh Baccalaureate Conference, Cardiff..	STAFF
19 Feb 2015	Evans, D: 'Passive Revolution: A Gramscian Theory of Welsh Devolution' University of Bath Politics Department Lecture Series.	STAFF
7/11 Sept 2015	K. Smith, K. Horton & M. Rhys: Four papers at European Conference of Educational Research, Budapest	STAFF
15/17 Sept 2015	K. Smith, & M. Rhys: Four papers to be presented at British Educational Research Association Conference, Belfast	STAFF
17 Sept 2015	Evans, D: 'What future for the Welsh Language?' British Educational Research Association Conference, Queen's University Belfast.	STAFF
28 Oct 2015	S. Power: Presentation at Durham University	STAFF
2016	S. Power: What would children do with £1M?' AERA, Washington DC, April.	STAFF
2016	K. Smith and M. Rhys : The Pupils' Debate: How do pupils in Wales feel about learning and speaking Welsh?, WISERD Annual Conference, Swansea	STAFF
2016	S. Pearce: People, place and devolution: bounded notions of politics for 14 to 17 year olds living in Wales WISERD Annual Conference, Swansea	STAFF
2016	M. Rhys: Language use and attitudes in a minority language community: The case of Wales WISERD Annual Conference, Swansea	STAFF
2016	K Smith: My school and me: Pupils' perceptions of school and their rights as children. European Educational Research Association (ECER). Dublin, Ireland.	STAFF

14 July 2016	S. Power: 'Children, charities and schools' WISERD Annual Conference, Swansea University	STAFF
14 July 2016	K. Smith and M. Rhys: The Pupils' Debate: How do pupils in Wales feel about learning and speaking Welsh?' WISERD Conference, Swansea University, July 14 th	STAFF
13 July 2016	D. Evans. 'Wales: what do young people think of it?' WISERD Conference, Swansea University	STAFF
13 Sept 2016	K. Smith 'My School and Me: Pupils' perceptions of school and their rights as children' BERA conference, University of Leeds	STAFF
13 Sept 2016	K Smith: What are young people's perceptions of the Welsh language in Wales?, BERA, Leeds	STAFF
13 Sept 2016	K. Smith, S. Power & M. Rhys: Exploring the lives of young people in Wales' BERA conference, University of Leeds	STAFF
14 Sept 2016	K. Smith and M. Rhys: The Pupils' Debate: Pupil's orientations to learning and speaking Welsh in Wales', BERA conference, University of Leeds	STAFF
2017	S. Power: Sleepless and school: young people's rest and routines', AERA, San Antonio, Texas	STAFF
2017	C. Dumangane Jr. and K. Smith: Pupils' perspectives of the schools they attend in Wales, WISERD Conference, Bangor	STAFF
2017	D. Evans: Political education within schools in Wales, WISERD Conference, Bangor	STAFF
2017	K. Smith and C. Dumangane Jr: Advantages and challenges in the school environment: Pupils' perspectives of school life in Wales, ESA, Athens, Greece	STAFF
2017	C. Dumangane Jr: Black British students accounts of 'otherness' at elite UK universities: Methods utilised to 'fit in', ASA, Montreal, QC, Canada	STAFF
22 Aug 2017	D. Evans: 'Exploring the Role and Influence of the British Armed Forces within the Welsh Education System' European Conference on Educational Research, Copenhagen.	STAFF

Appendix 3: External grants

SUCCESSFUL								
YEAR	TITLE	STATUS	FUNDER	SCHEME	COLLABORATORS	AMOUNT	START DATE	END DATE
2012	Evaluation of Pori Drwy Stori	Completed	Book Trust			30,342.00	30/11/2012	
2012	Impact and effectiveness of widening access to HE in Wales	Successful	ESRC and HEFCW	ESRC Secondary Data Initiative	G REES	288,249.00	01/10/2012	31/03/2014
2012	The relationship between the Welsh Baccalaureate Advanced Diploma and Higher Education	Completed	Welsh Government			24,828.00	01/05/2012	31/12/2012
2012	WISERDEUCATION	Successful	HEFCW			934,904.00	01/07/2012	30/06/2015
2013	A crisis of Welsh Education? A review of the current evidence	Completed	Honourable Society of Cymmrodorion	Bespoke		7,500.00	01/09/2013	31/12/2013
2013	Centre for Administrative Data Research and Evaluation (CADRE)	Successful	ESRC	ADRN Call	VARIOUS	1,668,851.00	01/10/2013	30/09/2018
2013	Evaluation of Pori Drwy Stori Numeracy Resource	Completed	Book Trust	One off request		8,000.00	01/02/2013	15/11/2013
2013	Evaluation of the Pupil Deprivation Grant	Successful	Welsh Government		IPSOS-MORI	40,826.00		
2013	Tracking the progress of assisted placeholders thirty years on	Completed	Sutton Trust	One off request		21,982.00	18/03/2013	
2013	WISERD Civil Society	Successful	ESRC	ESRC Large Centres	CARDIFF UNIVERSITY	7,788,483.00	01/04/2014	31/03/2019
2013	School health action research partnership and network (SHARPEN)	Successful	MRC		VARIOUS	400k	09/2013	03/2015

2013	Evaluation of Foundation Phase Flexibility Pilots		Welsh Government		VARIOUS	£119k	03/2013	02/2016
2014	A Review of Research on Graduate Employability and Skills in relation to the Welsh Economy	Completed	HEFCW			9,362.00	na	
2014	Analysis of responses to the 'call for evidence' undertaken as part of the Professor Donaldson's independent review of the national curriculum and assessment	Completed	Welsh Government			14,635.00	17/06/2014	31/12/2014
2015	Evaluation of the Pupil Deprivation Grant: Extension	Successful	Welsh Government			na	na	
2015	Social Participation in Wales at Age 50: a comparison of 'elite HE system' graduates' and non-graduates' engagement in civil society	Successful	SRHE			5,000.00		
2016	Analysis of outcomes for students with protected characteristics at Cardiff University		Cardiff University		G REES	not specified	01/2016	05/2016
2016	Analysis of Destinations and Retention of Year 12 Pupils in Sixth Form Schools	Successful	Welsh Government			24,765.00	na	
2016	ESRC IAA: Foundation Phase Conference	Successful	ESRC	ESRC Impact Acceleration Account			na	
2016	ESRC IAA: Heroes and Villians: Developing curriculum materials for the Welsh Baccalaureate and	Successful	ESRC	ESRC Impact Acceleration Account		2,700.00	01/04/2016	30/09/2016

	beyond			n Account				
2016	ESRC IAA: Young people and politics: co-producing research recommendations for practitioners	Successful	ESRC	ESRC Impact Acceleration Account		2,538.00	na	
2016	WISERD Education Multi-Cohort Study (WMCS) Data collection	Successful	Cardiff University Research Infrastructure Fund			215,256.00	ns	
2016	WISERD Education Study, Educational Leadership, Curriculum Theory, Curriculum Design, Cultural Studies and Critical Pedagogy	Successful	Cardiff University Schools Partnership Project	Enriching Secondary School Engagement		1,500.00	na	
2017	Analysis of outcomes for students with protected characteristics at Cardiff University (2 nd year)		Cardiff University		G REES	NONE SPECIFIED	01/2017	05/2017
2017	Chairperson for Cardiff Council's 21st Century schools Band B stakeholder reference group	Successful	Mott Macdonald			1,960.00	na	
2017	Purchase of Empatica E4 wristbands and Android Smartphones	Successful	Cardiff University Research Infrastructure Fund			52,420.00	na	
2017	Seren Network Evaluation	Successful	Welsh Government			4,108.00	28/06/2017	27/12/2017
2017	Successful Futures for all	Successful	HEFCW			125,000.00	na	
2017	Super Ambassadors Evaluation	Successful	Childrens Commissioner for Wales			8,286.00	na	

2017	Young People and the EU referendum: Brexit one year on	Successful	ESRC			43,786.00	01/01/2017	31/07/2017
2017	EU Referendum and Early Access to Understanding Society Data	Successful	Understanding Society (University of Essex)		ESSEX UNIVERSITY BID	networking costs only	04/2017	Sep 2017
2017	Disparities in rates of permanent exclusion from schools across the UK	Successful	John Fell Fund(University of Oxford)		OXFORD UNIVERSITY BID	£39k	05/2017	05/2018
2017	Participation in the international Children's World Survey	Successful	WISERD			£10k	07/2017	07/2018
2017	Political Populism: Causes and Consequences	Successful	AHSS & SPARK as part of 'Cardiff Speaks'			3.3k	07/2017	09/2018
2017	The Political and Civic Engagement and Participation of Children in England and Wales	Successful		WISERD	WISERD STAFF	£40k	07/2017	07/2018
2017	RIF Award to sustain and consolidate WISERD Education's WISERD Multi-Cohort Study	Successful		Cardiff University RIF		£215k	11/2017	11/2019
TOTAL = 36								

SUBMITTED – PENDING								
2017	A review of the design and assessment model of the skills challenge certificate (the core component of the Welsh Baccalaureate) and qualitative research with teachers and learners who are currently teaching or studying the skills challenge Certificate	Submitted	Qualifications Wales			64,390.00	01/02/2017	31/10/2017

2017	Evaluation of ESF Regional Approaches to reducing the number of participants at most risk of becoming Not in Education, Employment or Training (NEET)	Submitted	WEFO			51,599.00	01/09/2017	31/03/2020
2017	Not going to University: Examining young people's 'alternative' pathways through education and training toward employment	Submitted	ESRC	ESRC New Investigator		250,265.00	01/05/2018	30/04/2020
2017	The changing frontiers of the state and civil society in education: a comparative investigation of Britain, France and Germany	Submitted	ESRC	ESRC-ORA Call		448,242.00	01/09/2018	31/08/2021
TOTAL = 4								

UNSUCCESSFUL BIDS								
2012	Reforms and Innovations in Education Systems (REFINE)	Unsuccessful	European Commission	SSH.2012.1.1-1 Challenge: Education systems in the 21st Century		550,864.00	01/01/2013	30/06/2017
2012	Persistent Poverty Secondary Analysis Project	Unsuccessful	Welsh Government			19,973.00	01/09/2012	28/02/2013
2013	For the provision of research on the evidence base for the use of contextual information and data in admission to higher education	Unsuccessful	SPA			23,784.00	01/03/2013	30/06/2013
2014	Destined for Decline? Following the fortunes, fears and future plans of the 'Destined for Success?' cohort	Unsuccessful	ESRC			699,082.00	01/01/2015	31/12/2018

2014	ESRC Large Centre - Birmingham	Unsuccessful	ESRC	ESRC Large Centres Competition	797,631.00	01/10/2015	30/09/2020
2014	Evaluation of Schools Challenge Cymru	Unsuccessful	Welsh Government		298,350.00	01/01/2015	30/09/2016
2014	Succeeding against the odds: What works in tackling the impact of poverty on Education Outcomes in Wales	Unsuccessful	ESRC	What Works in Tackling Poverty	242,771.00	01/10/2014	31/05/2016
2014	NESET – Network of Experts on Social Aspects of Education and Training	Unsuccessful	EC		£880k		
2015	Curriculum Cymraeg	Unsuccessful	Society for Education Studies		£10K		
2015	Welsh Baccalaureate Evaluation	Unsuccessful					
2015	GW4 small grant application on young people and politics	Unsuccessful	SiP				
2016	A data infrastructure and partnership based intervention for needs assessment and evidence informed health action planning in secondary schools	Unsuccessful	MRC	Dr G Moore	£167k		
2016	Evaluation of Early Years Pupil Deprivation Grant	Unsuccessful	Welsh Government		60,000.00		
2016	Social Mobility, Community and Family: changes in opportunity for British children over recent years	Unsuccessful	Social Mobility & Child Poverty Commission		19,997.00	18/01/2016	31/03/2016
2016	The impact of rural poverty and isolation on educational achievement	Unsuccessful	Education Through Regional Working		58,397.00	01/03/2016	30/09/2017
2016	What is the impact of the school travel environment on travel mode, injury risk and educational attainment?	Unsuccessful	ESRC	ESRC Open	856,455.00	01/04/2016	31/03/2019

2016	Transnational elites and international volunteering: conditions, conceptual bases and consequences	Unsuccessful	ESRC	ESRC GCRF Networks	79,543.00	20/01/2017	30/06/2018
2016	Young People and the EU referendum: Brexit one year on [REBID SUCCESSFULLY IN 2017]	Unsuccessful	ESRC / UK in a Changing Europe Commissioning Fund		9,935.00	01/09/2016	31/07/2017
2016	GEN3 Intergenerational Transfers of Capital and Inequalities Through the Life Course	Unsuccessful	NORFACE	NORFACE-DIAL	413,178.00	01/10/2017	
TOTAL = 19							

NOT SUBMITTED							
2013	Mapping city stress for improved planning and human happiness: Creating the biosensor paradigm	Not Submitted	ESRC	'Transforming' Social Science Transformative Research Scheme2012/13	240,723.00	01/06/2013	31/12/2014
2017	Youth Guarantee Project	Not Submitted	Cardiff Council		15,458.00	01/01/2017	30/04/2017
TOTAL = 2							

Appendix 4: Staff and students

PROFESSORIAL STAFF					
FIRST NAME	SURNAME	ROLE	START DATE	END DATE	COMMENTS
Sally	Power	Professor, School of Social Sciences		Ongoing	
Chris	Taylor	WISERD professor		Ongoing	
Gareth	Rees	WISERD professor		Retired	0.4 from 2014, retired fully 2016
RESEARCH STAFF					
FIRST NAME	SURNAME	ROLE	START DATE	END DATE	CAREER
Kathryn	Sharp	WISERD Education	01/01/2013	31/07/2014	Welsh speaking researcher Cardiff University
Kevin	Smith	WISERD Education	18/02/2013	31/08/2016	Now Senior Lecturer, Cardiff University
Kimberley	Horton	WISERD Education	01/01/2013	31/12/2015	PhD completion, 2015 Cardiff University
Ceryn	Evans	Multiple Education Projects	01/04/2013	31/08/2017	Now Research Associate, WISERD Cardiff University
<i>Stuart</i>	<i>Sims</i>	<i>Assisted Placeholders [Temp]</i>	<i>01/04/2013</i>	<i>31/07/2013</i>	<i>na</i>
Caroline	Wright	Widening Access to HE	03/06/2013	31/12/2014	PhD in 2014 Now Research Associate, Bristol Medical School
<i>Christala</i>	<i>Sophocleous</i>	<i>WISERD Education [Temp]</i>	<i>01/06/2014</i>	<i>31/07/2014</i>	Now working full-time in WISERD on ESRC Civil Society

					project
Samuel	Waldron	Evaluation of the Foundation Phase Flexibility Pilots (WISERD staff)	11/08/2014	12/09/2014	Research Associate, WISERD, Cardiff University Left academia to pursue career in psychiatry
Mirain	Rhys	Evaluation of the Foundation Phase Flexibility Pilots	11/08/2014	10/02/2015	Research Associate, WISERD, Cardiff University
Mirain	Rhys	WISERD Education	01/12/2015	31/08/2016	Now Lecturer, Cardiff Met, School of Health Sciences
Sioned	Pearce	WISERD Education	01/01/2015	31/08/2015	Now Research Associate in political sociology, WISERD, Cardiff University
Daniel	Evans	Multiple Education Projects	11/11/2014	30/11/2017	Research Associate, WISERD, Cardiff University Current staff
Esther	Muddiman	Civil Society	06/06/2016	05/06/2018	WISERD RA Current Staff
Rhian	Barrance	WISERD Education	01/11/2016	31/10/2019	Welsh speaking researcher Current staff
Constantino	Dumangane Jr	WISERD Education	01/11/2016	31/10/2019	PhD completed Jan 2016 Current staff
Jennifer	Hampton	WISERD Education	01/03/2017	30/11/2017	Research Assistant Current staff
TEACHING REPLACEMENT FELLOWS					
Carina	Girvan	Now Lecturer, Cardiff university, technology and education			
Stuart	Tannock	Now Senior Lecturer in Sociology of Education, UCL Institute of Education, London			
PHD STUDENTSHIPS					
FIRST NAME	SURNAME	SCHOLARSHIP			

Hannah	Blake	ESRC/ Civil Society	2016
Rhian	Powell	ESRC/ Civil Society	2016

Appendix 5. Consultant and placement fellows

CONSULTANT					
FIRST NAME	SURNAME	AFFILIATION AT THE TIME OF W.ED. ENGAGEMENT	YEAR PARTICIPATED	CURRENT POSITION	SPECIFIC OUTPUTS FROM WISERDEDUCATION ENGAGEMENT
Catherine	Purcell	University of South Wales	2015	Lecturer, Psychology, U. South Wales	One (unsuccessful) bid to Society for Educational Studies, on <i>Curriculum Cymraeg</i>
PLACEMENT FELLOWS (3 months)					
FIRST NAME	SURNAME	AFFILIATION AT THE TIME OF W.ED. ENGAGEMENT	YEAR PARTICIPATED	CURRENT POSITION	SPECIFIC OUTPUTS FROM WISERDEDUCATION ENGAGEMENT
Mark	Connolly	Cardiff Metropolitan University	2013	Senior Lecturer, Cardiff University; co-editor of BERJ	<u>Unpublished Proposal</u> : Children should be not only be seen but be heard: implementing children's right to voice within Welsh Schools. British Journal of Educational Policy.
Jane	Waters	University of Wales, Trinity St David's	2014	Assistant Dean Research and Knowledge Transfer; PGR Director; U. of Wales, Trinity St David's	n.a.
Shirley	Egley	University of South Wales	2014	Head of Professional Learning, University of South Wales	n.a.
Cecilia	Hannigan-Davis	Cardiff Metropolitan University	2014	Principal Lecturer, Cardiff University Co-Acting Deputy Dean, Quality and Standards	n.a.

Russell	Grigg	University of Wales, Trinity St David's	2014	Executive Head of Research, Wales Centre for Equity in Education, University of Wales, Trinity St David's	Published: Grigg, R. 2016. 'Leave me alone and let me teach.' Teachers' views of Welsh Government education policies and education in Wales' <i>Wales Journal of Education</i> , 18 (1) 64-86
Catherine	Farrell	University of South Wales	2015	Professor of Public Management, University of South Wales	n.a.

Appendix 6: Events

TYPE	DATE	TITLE	STAFF	DETAILS	PARTICIPANTS
LAUNCH					
	30 Oct 2012	WISERD Education launch			38
ACADEMIC CONFERENCE EVENTS					
	Sept 2014	BERA Conference, London		WISERDEducation stand	
WISERD INTERNAL SEMINARS					
	2013	Rurality and well-being	Chris Taylor		
	2013	Child development in Wales: succeeding (and failing) against the odds	Chris Taylor		
	2013	Curriculum and National identity: Y Cwrricwlwm Cymreig and Pupils' Attitudes Towards Wales, Welsh and Welshness	Kevin Smith		
	2014	What would you do if someone gave you £1 million? Welsh children's responses.	Sally Power		
	2014	The Foundation Phase and the learning and teaching environment	Mirain Rhys		
	2014	What do secondary school pupils want to achieve?	Kim Horton		
	2015	Widening access to Higher Education	Taylor, Chris		

2015	Children's bilingual use and parental attitudes in Wales	Mirain Rhys		
2015	National identity and British Wales	Daniel Evans		
2015	The role of research in developing teacher knowledge	Kevin Smith		
2015	Shadow education	Sally Power		
2016	Equity versus excellence in higher education admissions	Ceryn Evans		
2016	What future for the Welsh language in Wales?	Sioned Pearce		
2016	Children's attitudes to schools and schooling in Wales	Daniel Evans		
2016	'Elite HE' graduates and civil society: an exploration of civil society participation amongst graduates at age 50	Ceryn Evans		
2016	Politics, devolution and the voters of tomorrow: attitudes to politics among 16 to 17 year olds in Wales and England	Sioned Pearce		
2016	Evaluation of the Pupil Deprivation Grant in Wales	Chris Taylor		
2016	Parental and family interventions within Welsh education	Daniel Evans		
2017	The assessment and reform of GCSEs: the views and experiences of students in Northern Ireland and Wales	Rhian Barrance		
2017	Grandparenting and the early years	Chris Taylor		
2017	Military recruitment in schools in South Wales	Dan Evans		

	2017	The role of Brexit in shaping young people's voting behaviour and political views during the General Election 2017	Stuart Fox and Sioned Pearce		
	2017	Exploring the Counter-narratives of British African Caribbean men who have attended elite universities in England and Wales	Constantino Dumangane Jr		
ROUND-TABLES					
	2013	WISERD Education, Open Roundtable, WISERD Annual Conference, Glamorgan University,	WISERD Education funded places for any researcher, to attend the roundtable and contribute suggestions for what we should cover in the cohort studies.		
OTHER ENGAGEMENT ACTIVITIES & PRESENTATIONS					
	2014	Porthcawl U3A	Sally Power	Presentation of WISERDEducation data	
	2014	Dis-united Kingdom Conference, QUB, Belfast	Sally Power	A four-nation analysis of divergence within the UK	
	15 July 2015	Youth assembly, Senedd	Sioned Pearce		
	5-7 Aug 2015	Presentation and debate organised by the National Assembly for Wales at the National Eisteddfod	Sioned Pearce		
	2016	Testing Times: The Future of Education in Wales	Gareth Rees	One of a series of 'great debates' inviting four speakers, on the state of education in Wales	
	21 Apr 2016	Presentation to UCET Cymru Committee, Newport		Presentation on the work & findings	
	22 Sept 2016	Capita Early Years Conference, Cardiff	Dan Evans	Presentation of findings on flexible provision of Foundation Phase curriculum	

	2017	Presentation on political education in Wales at the Senedd (alongside Assembly Members) as part of 'Cardiff Speaks' initiative.	Dan Evans		
	2017	Presentation on the Welsh public sphere at the Senedd as part of Cardiff's 'philosophy café'	Dan Evans		
	2017	Presentation on education reform in Wales to Porthcawl U3A	Sally Power		
	4 May 2017	'Young people and devolved politics' (drawing on Sweep 3 data).	Sioned Pearce	Presentation for the Social Research Association hosted by the Welsh Government	
	1 Jun 2017	'Mind The Gap: Young People, Brexit And The Generational Divide' Hay on Wye Festival	Dan Evans		
	Jun 2017	British Educational Leadership, Management and Administration Society. Conference in Wales		Meeting with Catherine Farrell and Ken Jones about the organisation, speakers, invitees and WISERDEducation's contribution to this event	
	22 Sept 2017	Widening Participation: Benefits of qualitative methods when exploring BME Students' HE trajectories. OFFA/SRHE Office London.	Constantino Dumangane Jr		
MEDIA COVERAGE					
	6 Sept 2013	BBC Radio Wales, <i>Sunday Supplement</i>	Sally Power		
	5 Mar 2014	BBC Radio 4 <i>Thinking Allowed</i> (SP)	Sally Power		
	29 July 2015	BBC Radio 4 <i>Thinking Allowed</i> (SP)	Sally Power		
	9 Mar 2015	BBC Wales <i>News</i> (SiP)	Sioned Pearce		

Appendix 7: Institutional visits

TYPE OF VISIT	DATE	INSTITUTION	STAFF INVOLVED	NUMBERS ETC.
INSTITUTIONAL: STRATEGIC				
	3 Oct 2012	Cardiff (School of Social Sciences)		
	22 Oct 2012	Aberystwyth University	Sally Power	
	11-12 Oct 2012	Bangor University	Sally Power	
	19 Oct 2012	Glamorgan		
	24 Jan 2013	Glyndŵr University	Sally Power	
	15 Jan 2013	Swansea University, SAIL, to discuss data linkage	Sally Power & Chris Taylor	
	28 Jan 2013	Cardiff Metropolitan	Sally Power	
INSTITUTIONAL: STRATEGIC FOLLOW UP				
	6 Nov 2014	Aberystwyth University	Sally Power	
	25 June 2015	University of South Wales (former Glamorgan campus)	Sally Power	
	9 Oct 2015	University of South Wales	Sally Power	

INSTITUTIONAL: PRESENTATION TO STAFF				
	21 Nov 2012	Glamorgan University	Sally Power	
	5 Dec 2012	Aberystwyth		
	20 February 2013	Swansea Met	Sally Power	
	6 March 2013	University of Wales, Newport	Sally Power and Kevin Harris	
	14 March 2013	Bangor	Sally Power	
	17 April 2013	Cardiff Met	Sally Power	
	7 May 2014	Glyndwr University		
	15 May 2014	University of Wales, Trinity Saint David		
	11 March 2015	University of Wales, Trinity St David's	Chris Taylor	25-30 staff
	14 July 2015	University of South Wales (newly merged Glamorgan and Newport staff)		
	15 July 2015	South East Wales Centre for Teacher Education and Training (University of South Wales and Cardiff Metropolitan University) staff away-day, National Museum for Wales, Cardiff.		25 staff
	31 March 2016	Data workshop with SEWCTET staff, Cardiff Met	Sally Power & Kevin Smith	2 staff

Appendix 8. Individual capacity building: coaching, mentoring, writing support, funded conference

COACHING & MENTORING				
	5-6 Dec 2012	Aberystwyth University	Sally Power	6 people
	23 May 2013	Cardiff Met	Sally Power	4 people
	30 May 2013	University of South Wales, Newport campus	Sally Power	10—15 people
	13 June 2013	Swansea Metropolitan University	Chris Taylor	8 people
	27 June 2013	Bangor	Sally Power	5 people
	25 Mar 2015	Aberystwyth University	Sally Power	6 people
WRITING WORKSHOPS				
	6-11 July 2015	Aberystwyth University	Sally Power	
	25-29 April 2016	Gregynog	Sally Power & Chris Taylor	15 people. From: UWTSO - 7; Bangor - 7; Cardiff Met – 1.
	3-7 April 2017	Gregynog	Sally Power & Chris Taylor	4 people. One each from: South Wales; Swansea; UWTSO;
	8 July 2017	SEWCTET staff, Cardiff Met	Sally Power	8 people
SUPPORT FOR CONFERENCES				
	2013	WISERD Annual Conference, Treforest		20
	2014	WISERD Annual Conference, Aberystwyth		12 [mostly Aberystwyth, Swansea & Cardiff]

Appendix 9: Data collection sweeps for cohort study

Sweep 1

Cohort A		Cohort B		Cohort C		Cohort D		TOTAL	
Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
		16	345	13	404	13	428	29	1177

Sweep 2

Cohort A		Cohort B		Cohort C		Cohort D		TOTAL	
Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
15	443	13	355	13	381	13	338	28	1617

Sweep 3

Cohort A		Cohort B		Cohort C		Cohort D		TOTAL	
Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
10	237	12	291	13	351	12	157	23	1036

Sweep 4

Cohort A		Cohort B		Cohort C		Cohort D		TOTAL	
Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
12	405	13	264	13	259	8	95	25	1023

Sweep 5

Cohort A		Cohort B		Cohort C		Cohort D		Cohort E (new year 7)		TOTAL	
Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
	na		336		177		22		596		1131

Teacher Survey

Mainstream Schools	Special Schools	Total
224	24	248

Parent Survey

Cohort B	Cohort C	Cohort D	Total	Missing Data
66	80	87	247	14

Appendix 10: Digital traffic

Twitter: @WiserdEducation

Data were collected from the @WISERDEducation Twitter account to examine the effectiveness of the communication via social media for the project. All tweets and retweets made by @WISERDEducation (with associated meta-data: replies, likes, and retweets), along with data about the followers of the account (screen name, provided name, location, description, follower numbers, and tweet numbers) were scraped from Twitter using the Twitter API in Twlets and NodeXL. CSV files were analysed through Excel. Data collection took place on 21/09/2017.

Followers: 543 (301 self-identify as being based in Wales, 129 of these individuals are in Cardiff, the remainder showing locations across north and south Wales).

Following: 799

Activity: 247 Tweets since the creation of the account (11/09/2013).

93 Original Tweets

154 Retweets

85 Retweets of WISERDEducation team members

69 Retweets of other educational researchers, bloggers, and news stories

Twitter: @WISERDNews

WISERDEducation activity has been promoted by the central WISERD Twitter account. Data related to this account was collected on 21/09/2017.

Followers: 3,301

Following: 2,509

Activity: 5,380 Tweets since the creation of the account (01/02/2010).

Tweets related to WISERDEducation:

	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Jul-17	Aug-17
No. of Education Tweets	10	2	7	12	0	2	4	2	4	14	4	5
Engagement	234	26	135	161	0	223	132	7	37	397	124	175

WISERDEducation Facebook Group

The WiserdEducation Facebook Group has 22 members. These include individuals from Cardiff, Cardiff Met, Swansea, UWTSD and Bangor. Content is primarily posted by Sally Power and Chris Taylor and is often focused on sharing links to news stories related to education in Wales. Engagement is limited. However, during the last writing group, several other members of the Facebook Group made and liked posts, suggesting its core function is supporting offline activities.

WISERDEducation Website

The WISERDEducation website is hosted on the wider WISERD project Website and WISERDEducation blog posts are integrated with the general WISERD blog. WISERDEducation-specific data has been extracted from central web data:

Unique page views	Year					
	2012	2013	2014	2015	2016	2017 (Jan-August)
Education webpages	2,706	2,963	6,612	7,424	6,327	3,701
All WISERD Pages	48,764	58,860	67,812	86,962	76,983	44,168

WISERDEducation Blog

Blog Title	Publication Data	Blog Views
Is Education Wasted on the Young?	19/2/2015	931
Democracy & Dragons: How do we Teach Citizenship Education in Continually Devolving Wales?	1/9/2015	642
“What do you want to be when you grow up?”	4/8/2014	386
Young people and Brexit: a generational divide	24/2/2017	307
What I learnt at WISERD: A Farewell Blog from Dr Mirain Rhys	17/2/2015	226
Just how much of a problem is cyberbullying in Wales?	13/1/2017	220
The Foundation Phase Evaluation – an update.	3/3/2015	207
The Future of Welsh Education – An Inspectorate Perspective	15/7/2015	197
WISERD New Starters – Part 1	24/2/2015	192
Foundation Phase Practitioner Conference	23/5/2016	179
Curriculum, Culture and Citizenship Education in Wales: Investigations into the Curriculum Cymreig	8/6/2016	165
Framing the Geographies of Higher Education Participation: Schools, Place and National Identity	5/8/2015	150
Schooling and the Rights of Young People in Wales	6/5/2016	140
Flexible Pre-School Education Pilots – Separating the Impactful from the Impractical	13/10/2015	132

Reflecting on the Diamond Review	12/10/2016	131
Girls may perform better at school than boys – but their experience is much less happy	30/08/2016	116
The “Ends” or the “Means”? What Lessons can Education Research teach Pedagogical Practice?	28/7/2015	109
Curriculum, Culture and Citizenship in Wales	22/1/2014	105
School allocations – an illusion of choice?	2/3/2017	97
Bilingual education: Why it makes sense	5/6/2014	92
Giving, saving, spending: What would Welsh children do with £1 million?	24/3/2015	88
Higher education and social justice in China	28/4/2017	68
WISERD GCSE Series – Part 1: Should all GCSE students be assessed in the same way?	22/08/2017	65
Refugees, Rest and Routines: WISERD Education at ECER and BERA	3/11/2014	46
WISERD GCSE Series – Part 2: Should internal assessment be used for GCSEs?	24/08/2017	32
WISERD GCSE Series – Part 3: Is tiering fair for all students?	25/08/2017	28
Hopes and Dreams	30/1/2014	24
Climate change and poverty are as much of a threat as terrorism for many young people	31/3/2017	13
TOTAL		5088

Education E-Newsletter

WISERDEducation promoted its work across a mailing list managed by WISERD using an electronic newsletter from March 2015. Recipient numbers and engagement (provided by WISERD) across newsletters containing education related content are as follows:

Mar-15

Education content	
3 x blogs	The Foundation Phase Evaluation – an update.
	Is Education Wasted on the Young?
	What I learnt at WISERD: A Farewell Blog from Dr Mirain Rhys
1 x news story	Delivering the Foundation Phase Conference
Report	
Deliveries	528
Total opens	237
Clicks per unique opens	33.60%
Total clicks	67

Apr-15

Education content	
1 x event (<i>3rd most clicked link</i>)	2nd Seminar: Universities and the Structuring of Civil Society: The Transition from Elite to Mass Higher Education
2 x blogs	Giving, saving, spending: What would Welsh children do with £1 million?
	Politically Engaged but Unrepresented? Attitudes to Politics Among the Voters of Tomorrow
Report	
Deliveries	526
Total opens	205
Clicks per unique opens	27.20%
Total clicks	52

May-15

Education content	
1 x news story	Major evaluation finds Foundation Phase is delivering real improvements
Report	
Deliveries	525
Total opens	179
Clicks per unique opens	16.30%
Total clicks	34

Jul-15

Education content	
1 x blog	The Future of Welsh Education – An Inspectorate Perspective

2 x news stories (<i>4th most clicked link</i>)	Help Shape the Content of the MCS Age 17 Survey
	Pupil Deprivation Grant Conference
Report	
Deliveries	622
Total opens	308
Clicks per unique opens	25.90%
Total clicks	49

Sep-15

Education content	
1 x event (<i>general events is 5th most clicked link</i>)	Lunchtime seminar - 'Elite HE' graduates and civil society: An exploration of civil society participation amongst graduates at age 50
1 news story	Help Shape the Content of the MCS Age 17 Survey
3 x blogs	Democracy & Dragons: How do we Teach Citizenship Education in Continually Devolving Wales?
	Framing the Geographies of Higher Education Participation: Schools, Place and National Identity
	The "Ends" or the "Means"? What Lessons can Education Research teach Pedagogical Practice?
Report	
Deliveries	624
Total opens	787
Clicks per unique opens	21.10%
Total clicks	71

Oct-15

Education content	
3 x events	Lunchtime seminar - 'Elite HE' graduates and civil society: An exploration of civil society participation amongst graduates at age 50
	Lunchtime seminar - Welsh Government higher education policy and entry to 'elite' universities
	Webinar: Introduction to the Millennium Cohort Study
1 x blog (<i>most clicked link</i>)	Flexible Pre-School Education Pilots – Separating the Impactful from the Impractical
Report	
Deliveries	622
Total opens	254
Clicks per unique opens	10.30%
Total clicks	16

Nov-15

Education content	
3 x events	Lunchtime seminar - Welsh Government higher education policy and entry to 'elite' universities
	Lunchtime seminar - Evaluation of the Pupil Deprivation Grant in

	Wales
	Lunchtime seminar - Giving something back? Sentiments of privilege and social responsibility among elite graduates from Britain and France
1 x blog (<i>5th most clicked link</i>)	Refugees, Rest and Routines: WISERD Education at ECER and BERA
Report	
Deliveries	609
Total opens	284
Clicks per unique opens	10.60%
Total clicks	19

Jan-16

Education content	
1 x event	Civil Society seminar - Education, language and identity. Creating devolved education systems in Scotland and Wales
1 x PhD opportunity	ESRC Wales DTC PhD in Social Sciences (Sociology/Education): Schools, volunteering and charitable giving (PhD Studentship)
Report	
Deliveries	914
Total opens	437
Clicks per unique opens	22.50%
Total clicks	66

Jan-17

Education content	
1 x news story (<i>5th most clicked link</i>)	Contributing to curriculum changes
1 x blog	Just how much of a problem is cyberbullying in Wales?
Report	
Deliveries	1,049
Total opens	791
Clicks per unique opens	30.30%
Total clicks	127

Mar-17

Education content	
1 x blog	School allocations – an illusion of choice?
Report	
Deliveries	1,033
Total opens	769
Clicks per unique opens	28.20%
Total clicks	126

Apr-17

Education content	
--------------------------	--

1 x news story (<i>most clicked link</i>)	WISERD presents civil society research at Public Uni event
2 x blogs	Higher education and social justice in China
	Climate change and poverty are as much of a threat as terrorism for many young people
Report	
Deliveries	1,024
Total opens	593
Clicks per unique opens	19.10%
Total clicks	74

May-17

Education content	
1 x news story (<i>3rd most clicked link</i>)	WISERD's outstanding contribution to educational research celebrated
1 x blog	Civic engagement in Russia
Report	
Deliveries	1,033
Total opens	576
Clicks per unique opens	20.40%
Total clicks	75

Jun-17

Education content	
1 x news story	WISERD presents latest research at Hay Festival
Report	
Deliveries	1,036
Total opens	579
Clicks per unique opens	20.70%
Total clicks	91

Jul-17

Education content	
1 x news item (<i>3rd most clicked link</i>)	Young people want more say when it comes to GCSEs
Report	
Deliveries	1,009
Total opens	583
Clicks per unique opens	31.60%
Total clicks	125

Appendix 11. References

Bradshaw, J., Ager, R., Burge, B. and Wheeler, R. 2010. *PISA 2009: Achievement of 15-Year-Olds in Wales*. Slough: NFER.

Daugherty R. and D. Davies 2009. *Capacity and Quality in Education Research in Wales A Stimulus Report for SFRE Forum I*. London: Strategic Forum for Research in Education.

Donaldson, G. 2015. *The Donaldson Review of Curriculum and Assessment*. Cardiff: The Welsh Government.

Egan 2009. *Evaluation of the Chartered Teacher Pilot in Wales*. Cardiff: University of Wales Institute, Centre for Applied Education Research.

Egan, D and R. James. 2002. *An Evaluation for the General Teaching Council for Wales of the Professional Development Pilot Projects 2001 – 2002*. Bristol: PPI.

ESRC Wales Doctoral Training Partnership. 2017. Education Pathway Details.
[<http://walesdtp.ac.uk/pathway/education/>]

Estyn (2013) *Annual Report of HM Chief Inspector of Education and Training in Wales 2013-14*. Cardiff: Estyn.

Furlong, J. , H. Hagger and C. Butcher 2006. *Review of Initial Teacher Training Provision in Wales: A Report to the Welsh Assembly Government*. Oxford: Department of Educational Studies.

Furlong, J. and White, P. 2001. *Educational Research Capacity in Wales; a review*. Cardiff: Cardiff University School of Social Sciences.

Furlong J. 2015. *Teaching Tomorrow's Teachers: Options for the Future of Initial Teacher Education in Wales*. Oxford: University of Oxford.

Gardner, J. (2008) *The Welsh Education Research Network (Oct 2007-June 2008). An Evaluation. Final Report*. June 2008, University of Stirling STORRE Research Repository, <http://hdl.handle.net/1893/26200>

Gardner, J. (2009) *Welsh Education Research Network, WERN. Phase II Evaluation*. September 2009, University of Stirling STORRE Research Repository, <http://hdl.handle.net/1893/26201>

General Teaching Council of Wales. 2002. *Continuing Professional Development: An entitlement for all*. Cardiff: GTCW.

General Teaching Council of Wales. 2003. *Action Plan for Teacher Recruitment and Retention in Wales*. Cardiff: GTCW.

General Teaching Council of Wales. 2006a. *Professional Development Framework for Teachers in Wales: Advice to the Welsh Assembly Government*. Cardiff: GTCW.

General Teaching Council of Wales. 2006b. *Professional Development Framework for Teachers in Wales. Professional Development, Recognition and Accreditation (Strand 2) Advice to the Welsh Assembly Government*. Cardiff: GTCW.

General Teaching Council of Wales. 2007. *Professional Development Framework for Teachers in Wales. The Recording of Teachers' Professional Development and Self-reflection (Strand 3) The Quality Assurance of Teachers' Professional Development and its Providers (Strand 4). Advice to the Welsh Assembly Government*. Cardiff: GTCW.

General Teaching Council of Wales. 2007. *The Chartered Teacher Standards*. Cardiff: GTCW.

Hazelkorn, E. 2017. *Towards 2030: A framework for building a world-class post-compulsory education system for Wales*. Cardiff: Welsh Government

Hewlett, K. and Hinrichs-Krapels, S. (2017) *The impacts of academic research from Welsh universities*. London: the Policy Institute, King's College London.

Oancea, A. with Furlong, J. and Bridges, D. 2010. *The BERA / UCET Review of the Impacts of RAE 2008 on Education Research in UK Higher Education Institutions*. UCET/ BERA, May 2010.

OECD. 2014. *Improving Schools in Wales: An OECD perspective*. Paris: OECD.

OECD. 2017. *The Welsh Education Reform Journey: A Rapid Policy Assessment*. Paris: OECD.

Pollard, A. and Oancea, A. 2010. *Unlocking Learning? Towards Evidence-informed Policy and Practice in Education. Report of the UK Strategic Forum for Research in Education, 2008-2010*. London: Strategic Forum for Research in Education.

Power, S and C Taylor 2017. *Educational research in higher education in Wales: Findings from a national survey*. Cardiff: WISERD.

RAE. 2009. *Sub-Panel 45 Education Subject Overview Report*. [www.rae.ac.uk/pubs/2009/ov/].

REF. 2014. Education. [<http://results.ref.ac.uk/Results/ByUoa/25>]

Tabberer R. 2013. *A Review of Initial Teacher Training in Wales*. Cardiff: Welsh Government.

Tanner, H. and Davies, S.M.B. (2009) How engagement with research changes the professional practice of teacher-educators: a case study from the Welsh Education Research Network. *Journal of Education for Teaching*, 35 (4).

Welsh Assembly Government (2001) *The Learning Country: A Paving Document. A comprehensive Education and Lifelong Learning Programme to 2010 in Wales*. Cardiff: WAG.

Welsh Assembly Government. 2004. *Knowledge Economy Nexus: Role Of Higher Education In Wales*. Cardiff: WAG.

Welsh Assembly Government. 2006. *The Learning Country 2: Vision into Action*. Cardiff: WAG.

Welsh Assembly Government .2009a. *Review of Higher Education in Wales*. Cardiff: WAG.

Welsh Assembly Government. 2009b. *For Our Future The 21st Century Higher Education strategy and Plan for Wales* <http://wales.gov.uk/docs/dcells/publications>

Welsh Government. 2011. Revised Professional Standards for Education Practitioners in Wales. Welsh government Circular No 020/2011. [<http://learning.wales.gov.uk/docs/learningwales/publications/140630-revised-professional-standards-en.pdf>]

Welsh Government. 2016. *Review of Higher Education Funding and Student Finance Arrangements in Wales: Final report*. Cardiff: Welsh Government.

Welsh Government 2017a. *Connecting research and teacher education: Quality enhancement for ITE Partnerships*. Cardiff: Welsh Government.

Welsh Government 2017b. *Criteria for the accreditation of initial teacher education programmes in Wales: Teaching tomorrow's teachers*. Welsh Government circular no: 004/2017. Cardiff: Workforce Strategy Unit.

WISERD. Undated. WISERDEducation homepage [<http://www.wiserd.ac.uk/wiserd-education/en/>].