



THE BERA OBSERVATORY OF EDUCATIONAL RESEARCH

FINAL REPORT

April 2015

Alis Oancea and David Mills

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EXECUTIVE SUMMARY

1. Overall academic staffing in Education cost-centres has declined since 2008, with a 1/3 drop in academic staff employed on research-only contracts. This decline is likely to reflect decreasing access to government and research council research funding.
2. There is growing use of teaching-only contracts across the sector, but particularly marked in Russell-Group universities. Similar trends are visible in Psychology and Business.
3. Total academic staff in Northern Ireland, Wales and Scotland amounts to less than one-sixth of those employed in England, and research staff numbers here too are in decline.
4. In 2012-13, 1/3 of all academic staff in Education were aged 56 or over, an increase from a figure of 25% aged 56 or over in 2005.
5. Higher Degree (Research) student FTE numbers in Education have increased slightly since 2009, and in 2012-13 numbered around 4800. This figure includes those pursuing 'new-route' or professional PhDs. Part-time research student FTEs have remained stable since 2009. A few universities have very large numbers of research students, but in 2013 more than forty hosted less than 20 PGR students (FTE). Across the sector, part-time students (such as teachers and HEI employees pursuing research degrees) make up two-thirds of total FTE student numbers. Almost 80% of these research students are aged over 30, compared to only 40% of Psychology students.
6. Educational research income varies markedly by region and type of institution. The 'old and ancient' universities continue to attract 2/3 of all research funding, a proportion comparable to Psychology.
7. All types of institutions have experienced a reduction in their overall research income since 2009 (down by at least 23% overall). The reduction affects different types of institutions in different ways.
8. The traditional sources of funding for HEI-based education research have decreased drastically – including funding from the UK government (down by 42%).
9. Nationally, the picture is very diverse, and research capacity and funding are primarily located within the pre-1950s universities. The regional picture is complex, with high concentration of staff and resources around London (32% share), but with higher resource to FTE staff ratio in the North East and Northern Ireland.
10. The comparison with Business and Psychology reveals some differences in regional distribution of funding, as well as the fact that funding in both of these disciplines has been more stable than in Education over the period.
11. One third of all PGR students have some form of funding, but the percentage of ESRC studentship awards made to Education has dropped (from 8% of total ESRC awards to around 4% in 2013) since the introduction of open competitions held by Doctoral Training Centres. Increasing fluctuation in studentship numbers is likely.
12. Educational research in the UK is now commissioned and carried out in a dynamic, fast-changing and diverse set of sites, collaborations and organisations. UK universities are only involved in a small subset of these policy networks. Third sector organisations, think-tanks and policy networks are increasingly important and influential funders, producers and consumers of educational research.

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1. BACKGROUND TO THE OBSERVATORY

The BERA Observatory is an initiative to monitor the health and general state of education research in the UK. Commissioned by BERA through competitive tender, this report provides a snapshot of baseline data and information about 'educational research', within and beyond the HE sector.

The outputs from the research will be also shared with the sector through an academic paper, which will explore the changes to the national research funding landscape, and its effects on education research.

The project, reporting in December 2014, drew evidence from a range of different HEI and funding databases, and was tasked to develop a more detailed contextual information of the national

picture, in terms of capacity (academic staff and research students) and research income. The Observatory has additionally explored current areas of methodological and substantive expertise, as well as the nature and scale of education research activity in organisations other than higher education institutions, including further education, for profit, charitable and governmental bodies. This component is based on desk research, as a 'Call for Evidence' issued in summer 2014 and disseminated by BERA via its conference, website and newsletter yielded no usable data.

This report builds on the recent 'Prospects for Education Research' paper produced by a BERA working group (Whitty et al, 2012). For the 2012 report, Alis Oancea prepared detailed historical data on funding, capacity, and RAE submissions in education. The current report picks up from 2009 to the most recent data.

2. METHODOLOGY

A range of data sources has been brought together to offer comparative and longitudinal perspectives on educational research activity. As well as drawing on a range of recent published reports and policy documents, along with earlier BERA reports (Whitty et al, 2012; Oancea, 2010) and ESRC reviews (Mills et al, 2006), extensive use has been made of relevant datasets, in particular, HESA and RCUK. A 'Call for Evidence' was also circulated by BERA (see Appendix A), but yielded no usable data. Information on areas of methodological and substantive expertise was drawn from institutional websites.

HESA data was accessed via heidi. The team have prepared tables and charts in accordance with the copyright restrictions of individual databases. HESA's copyright rules are available at <https://heidi.hesa.ac.uk/help.aspx?task=showHelpArticle&id=893>. A research officer – Teresa Florez-Petour – prepared a detailed set of baseline Excel tables drawing together HESA cost-centre data on staff, course-level data on research students and institutional finance data over a three-year time series, comparing Education, Business Studies and Psychology. Further assistance with the dataset on Business was provided by Jennifer Allen. These data sets provide a high level of detail on staffing trends, research income and research student numbers. They also provide insight into the geographical dimensions of research activity. The project obtained ethical clearance from the Oxford University's Central Research Ethics Committee. It complies with BERA's ethical guidelines, with University of Oxford's codes of practice, and with current relevant legislation, in particular the Data Protection Act 1998.

TIMETABLE

July 2014

Commencement and appointment of research assistant
Application for ethical clearance
Initial database scoping, including training in the use of heidi database

August 2014

Completion of comparative HESA data sets on staff, students and finance
Completion of use of other data sets
Completion of web-scoping exercise
Circulation of Call for Evidence
Literature review

September 2014

Circulation of further reminder of Call for Evidence
Data cleaning and analysis

October – November 2014

Cross-tabulation
Additional desk research
Preparation of draft report for feedback.

3. RESEARCH CAPACITY

The following section on HEI research capacity draws together HESA data on staffing within the Education cost-centre, with a particular focus on key employment trends within different university groupings, different regions of the UK, and in comparison with Business and Psychology. All tables and figures in this section are based on HESA data.

ACADEMIC STAFF NUMBERS, BY ACADEMIC FUNCTION AND EMPLOYMENT CONTRACT

Over a period from 2004-2012, the total number of academic staff employed in Education cost centres in UK universities rose and then declined slightly, from a peak in 2008 of almost 7000 to around 6500. Total staff numbers can be directly compared from 2004-5 to 2012*. The decreasing proportion of staff on research-only contracts is marked, dropping almost 30% over 8 years (Figure 1 and Table 1).

The growth of teaching-only contracts from 2004-2012 is most marked in Russell Group universities, and reflects a growing proportion of all staff in these institutions (Table 2).

Figure 1. All Education Staff (FTE) by Cost Centre 2004-2012 (HESA)

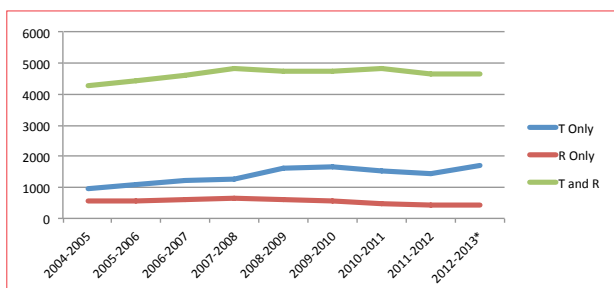


Table 1: Education (FTE) staff in all UK HEIs, 2004-11 (HESA)

* A change in HESA's use of cost centre categories from 2012-2013 (and the removal of the old 'Social Studies' category) makes direct comparison with previous years inappropriate.

	Teaching only	Research only	Teaching and research	Total
2004-2005	940	577	4276	5793
2005-2006	1102	572	4439	6113
2006-2007	1213	601	4602	6416
2007-2008	1284	641	4824	6749
2008-2009	1618	600	4743	6961
2009-2010	1652	559	4749	6960
2010-2011	1525	485	4813	6823
2011-2012	1432	410	4648	6490
2012-2013*	1722	411	4657	6790

The proportion of all staff in Russell Group on research-only contracts has at the same time dropped from 21% to just over 14% in 3 years. The percentage of research-only staff numbers are much lower (just over 4%) in other universities. The figures for 2012-13 are not directly comparable, as a number of new Educational cost centres were introduced in that year.

Data on staff on fixed term contracts within Universities shows a clear drop over nine years, a decline particularly marked within Russell Group institutions. This may be linked to declining research staff numbers.

STAFFING BY UNIVERSITY GROUPING AND ACADEMIC FUNCTION

Tables 3 and 4 show changing staffing patterns in different university groups, including the Russell Group, University Alliance and Million+. Apart from the around 500 academic staff (of whom 100 are research-only) employed by the former '1994' group of universities (many at the Institute of Education), the remaining 1800 academic staff in UK universities are at non-aligned or 'GuildHE' institutions, many of which were former teacher training colleges.

Table 2. Academic staff in education in all HEIs and in Russell Group institutions, by employment contract (HESA)

	Open contracts	Fixed Term	% FT
All HEIs 2004-05	6509	2072.6	31.3
Russell Group 2004-05	1463	521	35.6
All HEIs 2008-09	8067	1987	24.6
Russell Group 2008-09	1683	381	22.6
All HEIs 2011-12	7387	1656	22.4
Russell Group 2011-12	1476	274	18.6

Table 3: FTE academic staff in Russell Group institutions (Education) (HESA)

	Teaching only	Research only	Teaching and research	Total
2007-2008	208	278	825	1311
2009-2010	211	248	768	1227
2010-2011	240	212	715	1167
2011 - 2012	263	186	863	1312
2012-2013*	372	189	722	1283

Table 4: FTE academic staff in University Alliance and Million+ institutions (Education) (HESA)

	Teaching only	Research only	Teaching and research	Total
2009-2010	516	86	2010	2612
2010-2011	338	74	2183	2595
2011 - 2012	324	67	2041	2432
2012-2013*	418	64	1975	2475

STAFFING NUMBERS IN BUSINESS AND PSYCHOLOGY

By comparison, total numbers of academic staff in Business and in Psychology have remained steady or continued to rise gently. Whilst Figure 3 shows a rise in teaching-only contracts, there is no comparable drop in research staff.

Table 5 shows academic staff in the Business cost-centre at Russell Group, 1994, Alliance and Million+ institutions. If all HE institutions (including GuildHE) are counted, the total number of academic staff is almost 11,000, of whom almost 20% are on teaching-only contracts (in 2012-13: teaching only 2169, research only 651, teaching and research 8294).

Psychology is a smaller research-oriented discipline, but as the following two graphs show, it too has lost research posts and uses more teaching-only contracts.

Figure 2. Changes in use of T-only and R-only contracts in Russell Group and other universities, 2009-2013 (HESA)

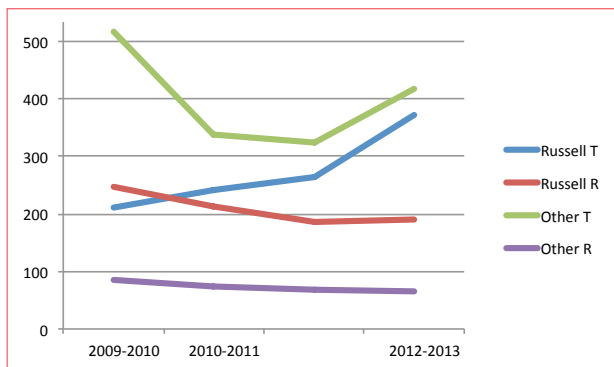


Figure 3. Academic staff (FTE) Business 2010-2013 (HESA)

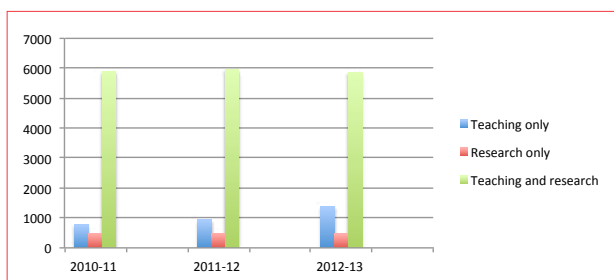


Table 5. Academic staff in the Business cost-centre at Russell Group, 1994, Alliance and Million+ institutions (HESA)

	Teaching only	Research only	Teaching and research	Total
2010-2011	770	492	5902	7164
2011-2012	930	491	5951	7372
2012-2013*	1370	468	5859	7697

REGIONAL DISTRIBUTIONS OF STAFF

The majority of academic staff employed in University Education departments work within England, and around only 1000 staff are employed in Scotland, Wales and Northern Ireland combined. Here too one sees a similar pattern of growth in teaching-only contract, and a decline in the employment of research staff.

The following table shows the small number of academic staff in each country, and is based on three year (2009-12) averages of staffing numbers in the three countries.

Figure 4. Psychology academic staff (FTE, 2009-13) (HESA)

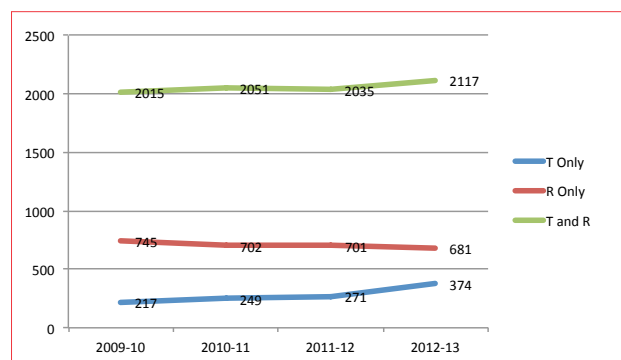


Figure 5. Changing staffing contracts in Russell Group Psychology Depts (2010-2013) (HESA)

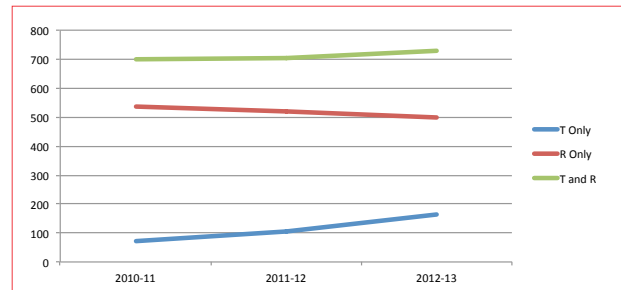
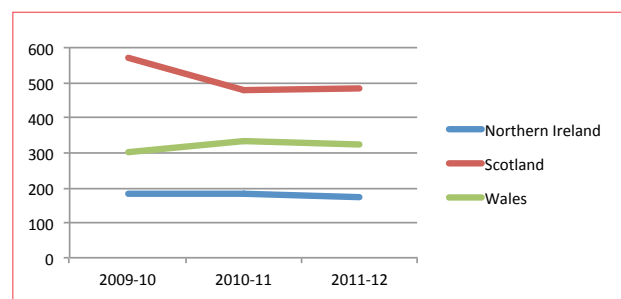


Table 6: Education staff (FTE), by country (HESA)

	Northern Ireland	Scotland	Wales
2009-10	185	570	302
2010-11	181	478	333
2011-12	171	485	324

Figure 7. All Education Staff (FTE) 2009-12 (HESA)



AGE AND NATIONALITY PROFILES OF ACADEMIC STAFF IN EDUCATION

The age profile of Education continues to differ markedly from other fields in the Social Sciences, with around 1/3 of academic staff aged 56 or over, an increase from a figure of 25% aged 56 or over in 2005 (Mills et al, 2006). 85% of Education staff are UK nationals, compared to an average of 65% across the social sciences.

POSTGRADUATE RESEARCH STUDENT NUMBERS

Total numbers of research student FTE numbers in Education have remained broadly stable, with a small increase (of around 10%) since 2009, though this may be partly due to changes in HESA coding procedures. In 2013, HESA recorded around 4850 student FTE currently registered for a higher degree (research), of whom 3/5 are part-time (Figure 9). HESA defines Higher Degree (Research) as 'doctorate (incorporating New Route PhD) and masters degrees studied primarily through research'. These figures will thus include those registered for professional doctorates, but does not include taught Masters courses. It is likely that many of the PT students will be teachers, academics and other educational professionals pursuing doctoral degrees such as the EdD. 78% of these students are aged 30 or over, compared to only 40% of students pursuing doctoral research in Psychology.

Numbers of research students at individual institutions vary widely. In 2013, the Institute of Education hosted more than 10% of all UK research student FTEs (580,

two-thirds of whom are part-time students, including those registered for an EdD), with the University of Cambridge recording 350. Another eight universities have at least 100 student FTEs. Several institutions have seen a marked increase (or decrease) in PGR numbers over the last few years. Sixteen universities have between ten and twenty research students in Education, and more than twenty have less than five students, raising questions about the sustainability of doctoral programmes with a low cohort size.

Where are research students studying? Scottish Universities have around 300 PGR FTE, up slightly from 265 in 2009. Wales and Northern Ireland have around 120 PGR FTE. Within the UK regions, student numbers are relatively stable, as the table below shows. The rise in students in the North is likely to be an artefact of one university changing its coding in 2012-13, possibly as a result of new HESA JAC codes (Figure 11). This change shows the challenges of using HESA data to do fine-grained trend analysis.

Figure 9. Higher Degree (Research) student numbers in Education (FTE) 2009-2013 (HESA)

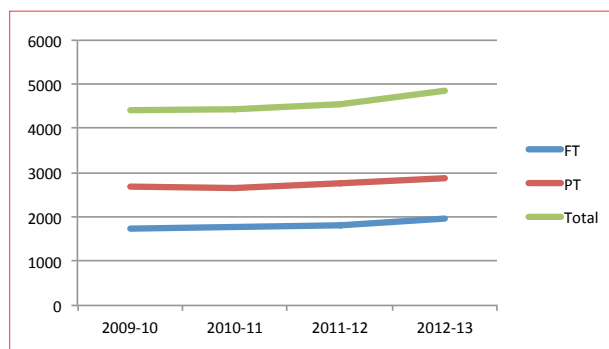


Table 7: Average staff numbers (FTE) 2009-12, by academic function and country (HESA)

	Teaching only	Research only	Teaching and research
NI	7	19	154
Scotland	143	45	323
Wales	117	10	193

Figure 8. Age distribution of all FTE academic staff (2012-2013) (HESA)

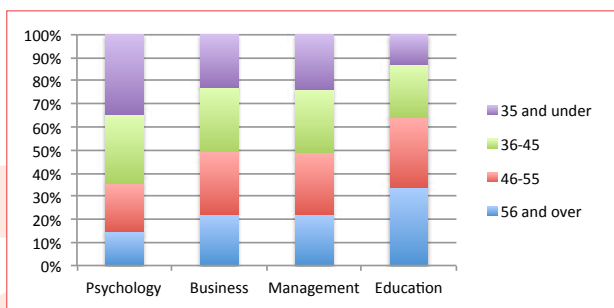


Figure 10. Higher Degree Research students (FTE) by University Group (HESA)

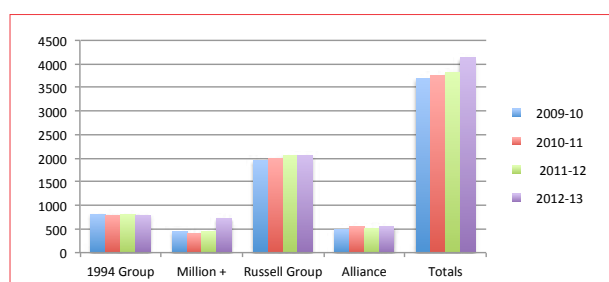


Table 8: Research students (FTE) by university group (HESA)

	2009-10	2010-11	2011-12	2012-13
1994 Group	810	796	799	794
Million +	448	407	446	725
Russell Group	1949	1995	2061	2056
Alliance	480	548	508	553
Totals	3687	3746	3814	4128

Comparison with Business and Psychology shows that the growth in PGR FTE numbers has been similar or slightly stronger than that in Education, especially for FT students (Figure 12).

Figure 11. PGR Student FTEs in Education by region (2009-2013 HESA)

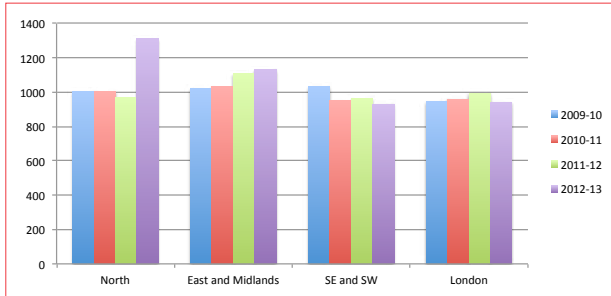
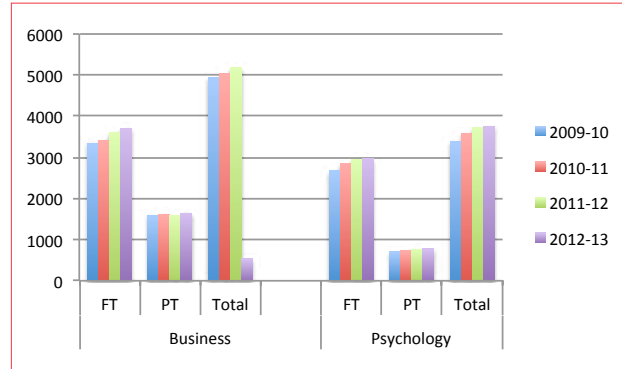


Figure 12. PGR student FTE in Business and Psychology (2009-2013 HESA)



4. RESEARCH FUNDING

The following section on research income in education departments in HEIs draws together HESA data on income within the Education cost-centre between 2009 and 2013, with a particular focus on key employment trends within different types of institutions, different regions of the UK, and in comparison with Business and Psychology. Note that we have included 2012-13 data in the tables and figures presented in this section, but with the caveat that a change in HESA's use of cost centre categories from 2012-2013 (and the removal of the old 'Social Studies' category) hinders direct comparison with previous years.

This section does not report on QR funding, as the Whitty et al (2012) report included comprehensive discussion of this funding component, and also given that the new allocation of funding post-REF is still unknown.

All the tables and figures in this section are based on HESA data.

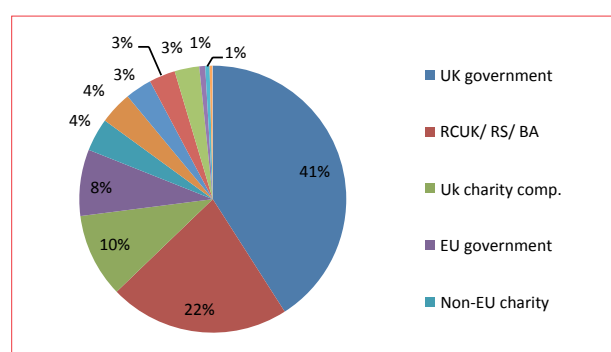
TOTAL RESEARCH INCOME BY SOURCE OF FUNDING

Table 9 and Figure 13 indicate the total research funding received by education departments between 2009 and 2013. The largest source of funding over this period was, by far, the UK government (41% of the total funding), followed by the research councils and, at some distance, UK charities.

Table 9. Total research income in education, by source of funding* (2009-13) (000s) (HESA)

Funder	Total
UK government	86870
RCUK/ RS/ BA	46382
Uk charity comp.	21595
EU government	17068
Non-EU charity	8481
UK charity (other)	8423
Non-EU other	6840
UK industry	6735
Other sources	6344
EU charity	1515
EU other	1118
Non-EU industry	714
EU industry	96
Total	212181

Figure 13. Total research income in education, by source of funding* (2009-13) (HESA)



RCUK/RS/BA = BIS Research Councils, The Royal Society, British Academy & The Royal Society of Edinburgh

UK charity comp = UK-based charities (open competitive process)

UK Charity (Other) = UK-based charities (other)

UK Government = UK central government bodies/ local authorities, health & hospital authorities

UK industry = UK industry, commerce & public corporations

EU Government = EU government bodies

EU Charity = EU-based charities (open competitive process)

EU industry = EU industry, commerce & public corporations

Non-EU Charity = Non-EU-based charities (open competitive process)

Non-EU industry = Non-EU industry, commerce & public corporations

The total figures obscure the fact that since 2009 there has been a clear downward trend in external education research funding overall and also from each of the major funders – amounting to a total 28% decrease between 2009-10 and 2011-12 and 23% decrease between 2009-10 and 2012-2013 (but note the change in reporting for the year 2012-13). The largest decrease in funding comes from a 42% reduction in funding from the UK government. This reduction is far from being compensated by the small increase (in absolute figures) in EU and non-EU funding (Table 10 /Figure 14).

RESEARCH INCOME BY HISTORICAL TYPE OF INSTITUTION

As illustrated in Figure 15, the greatest share of research income sits with the old and ancient institutions (66%), followed by the post-Robbins institutions (1950-60s) (19%).

Table 10. Total research income in education, by source of funding* (2009-13) (000s) (HESA)

Year	RCUK/RS/BA	UK charity	UK government	UK industry	EU	Non-EU	Other sources	Education TOTAL
2009-10	14074	8973	28871	1956	4073	3879	2186	64012
2010-11	11180	7510	22812	1965	4639	3118	2011	53235
2011-12	9921	6334	18317	1082	5081	3995	1052	45782
2012-13	11207	7201	16870	1732	6004	5043	1095	49152
Total 2009-13	46382	30018	86870	6735	19797	16035	6344	212181
% variation 2009-13	-20	-20	-42	-11	47	30	-50	-23

*RCUK/RS/BA = BIS Research Councils, The Royal Society, British Academy & The Royal Society of Edinburgh

UK charity = UK-based charities (open competitive process and other)

UK government = UK govt bodies/ local authorities, health & hospital authorities

UK industry = UK industry, commerce & public corporations

EU = EU government bodies, EU-based charities (open competitive process), EU industry, commerce & public corporations

Non-EU = non-EU-based charities (open competitive process), non-EU industry, commerce & public corporations

Figure 14. Total research income in education, by source of funding (2009-13) (000s) (HESA)

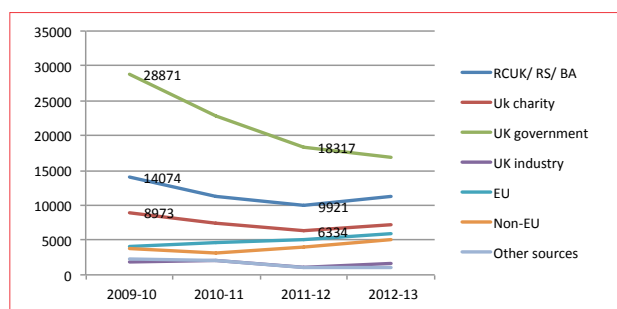


Figure 15. Total research income for education by type of institution and funding source, 2009-13 (HESA)

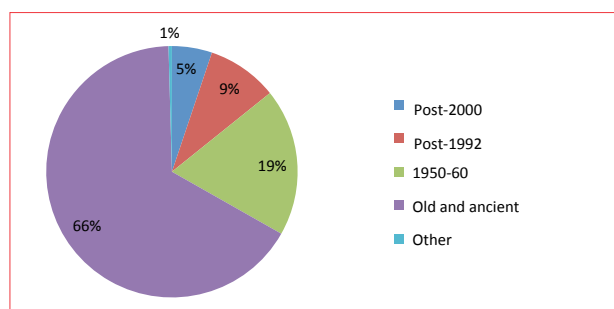


Table 11 and Figure 16 give a more detailed breakdown of these figures by source of funding. While old and ancient universities have attracted the greatest proportion (60% plus) of funding from the research councils, the UK government, EU charity, and non-UK industry, other types of institutions have been diversifying their funding portfolio, attracting over 50% of funds from UK industry, EU Government, and a plethora of other domestic and international sources of funding. 1950-60s institutions have an important share of these funding pots, as well as of funds from UK charities. Post-1992 and post-2000 universities seem to be particularly active in attracting funding from industry and the EU.

All types of institutions experienced a reduction in their overall research income since 2009. In absolute figures, the largest loss of funding over the period considered was in ancient and old institutions (9m down in 2012-13 from 2009-10); while as percentage of income, post-2000 universities seem to have suffered the largest reduction (38% reduction over the period) (Table 12 and Figure 17). These trends are likely to affect in distinctive ways the different types of institution.

Figure 16. Distribution of research income in education departments, by historical type of institution and funding source, 2009-13 (HESA)

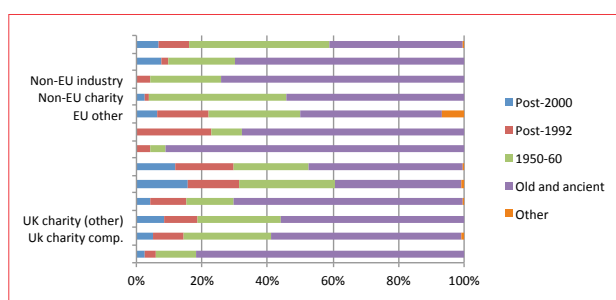


Figure 17. Total annual research income in education departments by historical type of institution, 2009-13 (in thousands) (source: HESA)

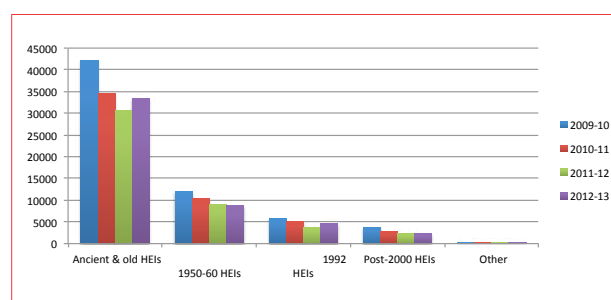


Table 11. Total research income in education by funding source* and historical type of institution, 2009-13 (in £000s) (HESA)**

Type	RCUK/RS/BA	UK charity comp.	UK charity (other)	UK government	UK industry	EU government	EU charity	EU industry	EU other	Non-EU charity	Non-EU industry	Non-EU other	Other sources	Education TOTAL 2009-13
Post-2000	1129	1111	714	3651	1053	2050	0	0	72	217	0	534	421	10952
Post-1992	1511	2015	841	9673	1064	3032	66	22	175	86	29	128	608	19250
1950-60	5753	5782	2137	12545	1961	3863	67	9	313	3579	156	1386	2701	40252
Old & ancient	37989	12521	4713	60499	2601	8036	1382	65	482	4599	529	4792	2595	140803
Other	0	166	18	502	56	87	0	0	76	0	0	0	19	924
TOTAL	46382	21595	8423	86870	6735	17068	1515	96	1118	8481	714	6840	6344	212181

*RCUK/RS/BA = BIS Research Councils, The Royal Society, British Academy & The Royal Society of Edinburgh
 UK charity comp = UK-based charities (open competitive process)
 UK Charity (Other) = UK-based charities (other)
 UK Government = UK central government bodies/ local authorities, health & hospital authorities
 UK industry = UK industry, commerce & public corporations
 EU Government = EU government bodies
 EU Charity = EU-based charities (open competitive process)
 EU industry = EU industry, commerce & public corporations

Non-EU Charity = Non-EU-based charities (open competitive process)
 Non-EU industry = Non-EU industry, commerce & public corporations
 **New = university status gained since 2000
 1992 = university status gained in early 1990s after abolition of binary divide
 1950-60s = universities created in the 1950s and 1960s, many after the Robbins report
 Old = universities created 1800s-1950s (civic universities)
 Ancient = 16th C and earlier
 Other = private institutions and colleges (with no university status)

Table 12. Total research income in education (in £000s), by historical type of institution (HESA)

Type of institution	2009-10	2010-11	2011-12	2012-13	Total	% variation 2009-13
Ancient & old HEIs	42243	34588	30562	33410	140803	-21
1950-60 HEIs	12011	10440	9118	8683	40252	-28
1992 HEIs	5799	5141	3699	4611	19250	-20
Post-2000 HEIs	3656	2807	2258	2249	10970	-38
Other	303	259	145	199	906	-34
Total	64012	53235	45782	49152	212181	-23

RESEARCH INCOME IN EDUCATION DEPARTMENTS BY REGION, 2009-13

The breakdown of research income by region shows, as also indicated by past trends, concentration of income in London, with £68.2m accounting for its 32% share of the national total. The North East and the South East follow, with 13% (£27.5m) and 11 % (£23.7m). The lowest level of total resource went to Wales (£1.3m over the period). Table 13, Figures 18-19 and Map 1 illustrate this variation.

The North East appears to have been particularly successful in attracting research income when the number of FTE staff is taken into account. The average unit of research resource per FTE of staff is higher in the North East and also in Northern Ireland than in other regions, London included. Wales and the North West have the lowest unit of resource per FTE.

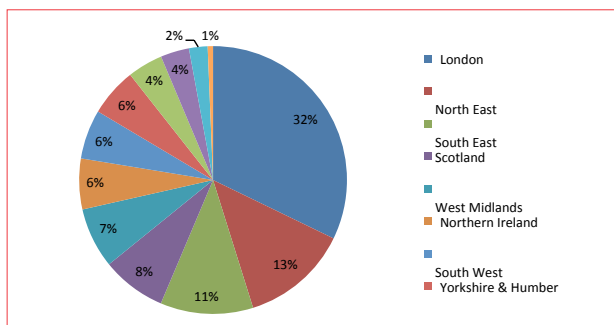
RESEARCH INCOME IN EDUCATION, BUSINESS AND PSYCHOLOGY BY HISTORICAL TYPE OF INSTITUTION

Business has replaced education as the largest social science discipline in terms of staff numbers. Its funding, relative to size, is comparable to Education. In contrast, Psychology is a much smaller discipline staff-wise, but attracting a significantly higher research income; the figures available do not permit more fine-grained investigation into whether this situation could be partly explained by the discipline's proximity to medical sciences. Funding in both disciplines had been more stable than in education over the period, with business remaining at £68m per annum (in 2009-10 as well as in 2012-13), and psychology increasing slightly from £79m in 2009-10 to £81m in 2012-13.

Table 13. Research income in education departments, by region, 2009-13 (000s) (HESA)

Region	RCUK/RS/BA	UK charity comp.	UK charity (other)	UK government	UK industry	EU government	EU charity	EU industry	EU other	Non-EU charity	Non-EU industry	Non-EU other	Other sources	Education TOTAL 2009-13
North East	1419	1365	344	22426	846	230	0	0	0	0	176	703	37	27546
North West	1597	361	183	3873	275	786	0	0	49	0	16	4	188	7332
Yorkshire & Humber	908	3965	891	4333	715	332	3	13	1	60	16	196	947	12380
W Midlands	1551	1660	578	6345	1056	1818	1	21	201	0	13	1608	648	15500
E Midlands	1031	883	1086	2176	359	1494	63	34	149	1515	46	11	220	9067
East	1616	721	291	953	7	225	0	19	72	0	-88	874	77	4767
South East	4525	2645	488	6137	1923	1867	44	9	193	3826	513	1157	454	23781
South West	3550	1621	1060	3668	242	1939	25	0	58	56	12	42	370	12643
London	27156	4109	2637	23948	370	6623	443	0	145	344	0	1802	709	68286
N Ireland	278	1832	791	7964	389	1345	0	0	173	174	7	315	686	16527
Scotland	2310	2373	791	7964	389	1345	0	0	173	174	7	315	686	16527
441	69	2	725	1	100	0	0	0	0	0	0	0	36	1365
TOTAL	46382	21595	8423	86870	6735	17068	1515	96	1118	8481	714	6840	6344	212181

Figure 18. Total research income for education by region (2009-13) (HESA)



Map 1. Total research income for education by region, 2009-13

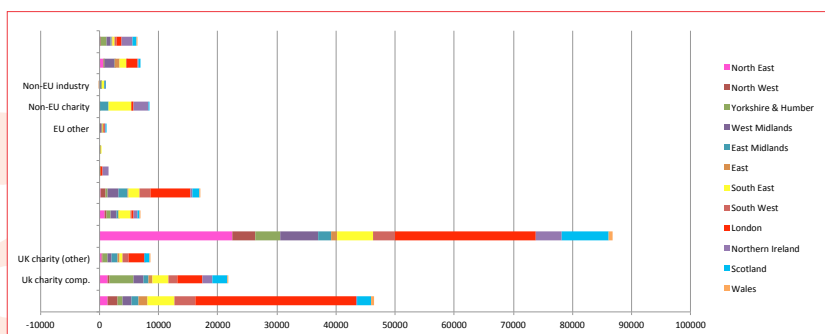


Fig. 19. Distribution of total research income for education by funding source and region, 2009-13 (000s) (HESA)

The distribution of research funding in education is similar to the more traditionally-structured academic discipline of Psychology in its concentration around research units in old and ancient universities. Business, although comparable to education in size and in

its professionally-oriented status, is more evenly distributed across different types of institution (Figures 21-24). Of the three disciplines, education is the only one with some research funding held by colleges of higher education and by a private university (Table 15).

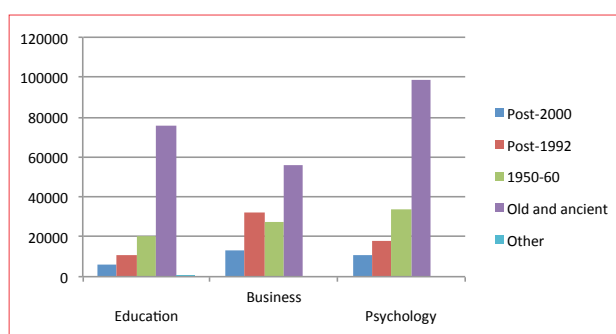
Table 14. Unit of research resource per FTE in the education cost centre (£000s) (HESA)

	Average income per 1 FTE* research staff (R and T&R)	Average income per 1 FTE** total staff (T, R, and T&R)	Unit of resource per 1 FTE research staff (R and T&R)	Unit of resource per 1 FTE total staff (T, R, and T&R)
North East	32	25	127	102
North West	1	1	10	8
Yorkshire & Humber	3	3	31	23
West Midlands	5	3	44	31
East Midlands	3	3	24	20
East	3	2	15	12
South East	2	2	31	23
South West	4	4	36	30
London	4	4	72	64
Northern Ireland	19	18	75	72
Scotland	6	4	45	32
Wales	1	0	7	4

*Average income per 1 FTE – average research income 2009-13 divided by average FTE 2009-13

**Unit of resource per 1 FTE – total income 2009-13 in that region divided by average FTE 2009-13 in that region

Figure 20: Total research income in education, business and psychology departments (in thousands) by historical type of institution, 2009-10 and 2012-13 (HESA)



Figures 21-23: Distribution of total research income in education, business and psychology departments (in thousands) by historical type of institution, 2009-10 and 2012-13 (HESA)

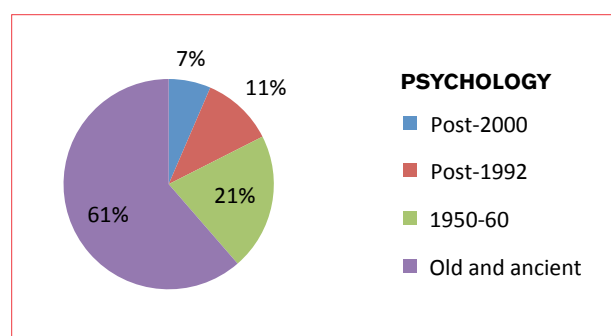
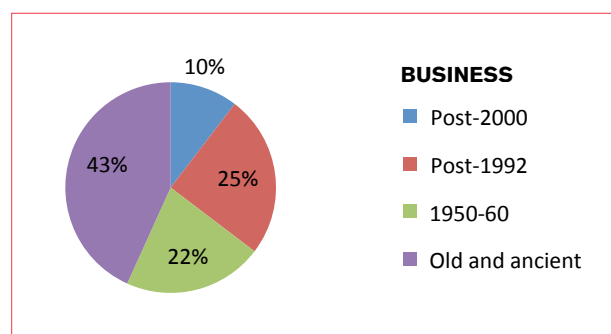
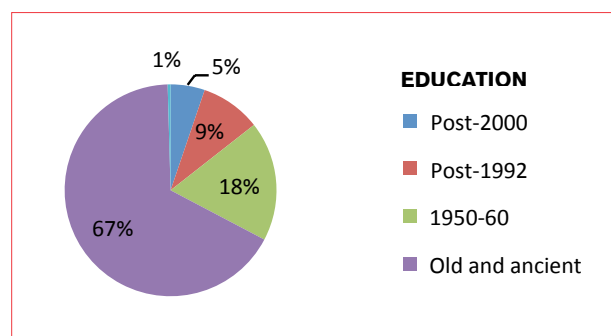


Table 15. Total research income in education, business and psychology departments (in thousands) by historical type of institution, 2009-10 and 2012-13 (HESA)

Type	Education	Business	Psychology
Post-2000	5905	13481	10409
Post-1992	10410	32323	17758
1950-60	20694	27787	33865
Old & ancient	75653	56028	98570
Other	502	0	0
TOTAL	113164	129619	160602

TOTAL RESEARCH INCOME IN EDUCATION, BUSINESS AND PSYCHOLOGY DEPARTMENTS (IN THOUSANDS) BY REGION, 2009-10 AND 2012-13

There is great diversity in the regional distribution of income in the three disciplines. While education research income seems concentrated around London, the North East and the South East, in Business the North East attracts little income but Scotland, the West Midlands and the East fare better. The London/ South East effect is strong in Psychology, but in this discipline there is sizeable funding in Scotland and in Wales, too. Table 16 and Maps 2-4 illustrate these trends.

POSTGRADUATE RESEARCH STUDENT FUNDING

Approximately 1/3 of all research students in Education hold some form of funding or award, amounting to around 1600 awards in 2009/10 and 1640 in 2012/13 (see below). The table below shows the total number of financial awards held at any one time by PGR students. Not all awards will cover the full costs, and some may only cover small proportions of the total costs.

If the average studentship lasts at least three years, table 17 indicates that around 170 institutional funding awards are made each year, and 50 awards by Research Councils (nearly all of these by the ESRC). A drop in UK Government funding over the last four years is compensated for a growing number of international students funded by their own governments.

Table 16. Total research income in education, business and psychology departments (in thousands) by region, 2009-10 and 2012-13 (HESA)

Type	Education total 2009-10 & 2012-13	Business total 2009-10 & 2012-13	Psychology total 2009-10 & 2012-13
North East	13915	1822	2661
North West	3949	7685	5430
Yorkshire & Humber	7352	6504	9612
West Midlands	8660	15299	12435
East Midlands	4694	6619	7794
East	3050	10083	2514
South East	12911	16035	26668
South West	6419	7376	7413
London	35229	37656	44519
Northern Ireland	7393	2355	3543
Scotland	8770	13201	19945
Wales	822	4984	18068
TOTAL	113164	129619	160602

Year	Institutional	Charities	RCouncils	UK Govt	International	Industry
2009-10	529	70	162	212	365	261
2012-13	519	96	162	159	421	265

The ESRC has been a key funder of doctoral studentships in Education. Over the last five years, studentship awards to Education have gradually dropped. From 2006 to 2008 there were around 50 awards a year, and with the introduction of the ESRC's Doctoral Training Centres (DTCs) in 2011, a notional benchmark of 8% of all studentships was set for Education (amounting to 48 studentships each year).

With the move away from Quotas to making awards via open competitions across the social sciences, Education has suffered, and as a result studentship numbers have gone down. In 2012 40 studentships were awarded by DTCs nationally, and in 2013, 33 studentships (amounting to 4% of the total studentship allocation). Whilst this figure is likely to have increased in 2014, the statistics highlight the increasing unpredictability of studentship funding within Education.

Maps 2-4: Total research income in education, business and psychology departments (£000s) by region, 2009-10 and 2012-13 (HESA)

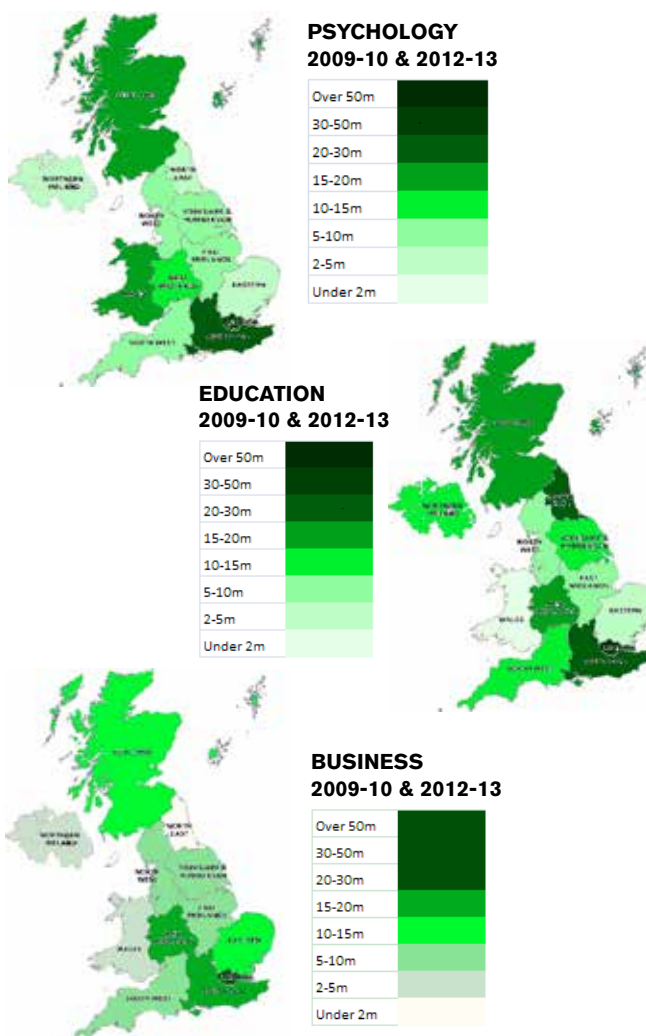


Table 17. Total PGR funding awards, by source, 2009-10 and 2012-13

5. SUBSTANTIVE AND METHODOLOGICAL FOCI

Areas of substantive research expertise

The following table is based on a thematic analysis of the websites of the five institutions with the highest research income reported to HESA over the period 2009-13 and the five institutions with the lowest (but not zero) income over the same period.

AREAS OF METHODOLOGICAL EXPERTISE

Similar thematic analysis of methodological expertise, based on website content (except individual staff profiles) yielded Table 19 below.

AREAS OF TEACHING SPECIALISM

The following two tables and pie-charts (Tables 19-20 and Figures 24-25) draw on a different way of recording staff, namely by their area of teaching expertise, sorted into a range of different subject areas (by JACS code of subject area). This record is new in 2012-13. Most institutions do not provide detailed JACs data on their staff's area of teaching, as the tables show, but simply record them as 'academic studies in education (X300)' or 'training teachers' (X100). The piecharts offer a simplified visual of the areas of teaching in those instances where these are declared. These data do not directly overlap cost-centre data, as not all those teaching in Education are necessarily costed to an Education cost-centre.

Table 18. Areas of research (ten institutions) (source: web research)

Areas of research	High income	Low income
Learning and pedagogy	5	1
Technology, cybernetics, digital society	4	2
Culture/s and society	4	1
Child development	4	
Curriculum and knowledge	4	
Assessment and effectiveness	3	
Language and cognition	3	
Policy	3	
Research methods	3	
Social justice, human rights, equality & inclusion	3	
Families and early learning	2	
Philosophy and history	2	
Health and well being	1	1
Higher education	1	1
Leadership and management	1	1
Professional education/ learning	1	1
Economics	1	

Table 19. Areas of methodological expertise (ten institutions) (source: web research)

Methodology/approach	High income	Low income
Survey	6	
Meta-analysis, systematic reviews, other research synthesis	6	
Philosophical, theoretical and conceptual approaches	6	
Experimental/ intervention research	5	
Psychological and psychometric	5	
Comparative research	5	
Multimodal, visual and arts-based research	5	
Longitudinal and cohort studies	4	
RCT/ trials/ large scale interventions	4	
Other advanced quantitative analysis	4	
Evaluation research	4	
Design and technology-based research	3	1
Secondary analysis of large scale quantitative data/ administrative data	3	
Content analysis, text mining and corpus analysis	3	
Case study	3	
Textual and documentary analysis	3	
Observation	3	
Ethnography and auto-ethnography	3	
Narrative research	3	
Interviewing	3	
Mixed methods	2	
Focus group, workshops	2	
Archival and historical research	2	
Other advanced qualitative analysis	2	
Policy analysis	2	
Practitioner-based inquiry and action research	1	2
Participatory research with children and young people	1	
Other	5	

Figure 24. Focus of teaching within Education (HESA JAC X310-370, 2013)

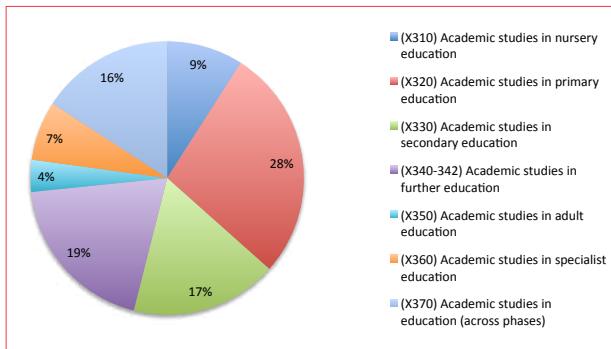


Figure 25: Areas of expertise in teacher training (HESA JACS Codes X110-190) (2013)

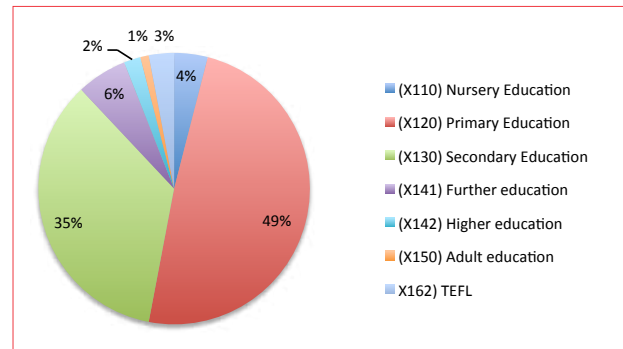


Table 20. Focus of teaching within Education (HESA JACS X310-370, 2013)

Current academic discipline	Total
(X100) Training teachers	757.8
(X110) Training teachers - nursery	41
(X120) Training teachers - primary	457.4
(X121) Training teachers - infant (key stage 1)	10.2
(X122) Training teachers - junior (key stage 2)	6
(X130) Training teachers - secondary	340.8
(X132) Training teachers - key stage 4	2
(X140) Training teachers - tertiary	8.6
(X141) Training teachers - further education	52.5
(X142) Training teachers - higher education	16.8
(X150) Training teachers - adult education	11.5
(X151) Training teachers - coaching	1.8
(X160) Training teachers - specialist	6
(X161) Training teachers - special needs	23.1
(X162) Teaching English as a Foreign Language (TEFL)	31.2
(X190) Training teachers not elsewhere classified	21.3
Total	1788.2

Table 21. Areas of expertise in teacher training (JACS X110-190) (2013)

Current academic discipline	Total
(X300) Academic studies in education	1835.6
(X310) Academic studies in nursery education	56.8
(X320) Academic studies in primary education	172.8
(X330) Academic studies in secondary education	108.9
(X340) Academic studies in tertiary education	2.9
(X341) Academic studies in further education	19.1
(X342) Academic studies in higher education	100.1
(X350) Academic studies in adult education	23.7
(X360) Academic studies in specialist education	44.1
(X370) Academic studies in education (across phases)	99.3
(X390) Academic studies in education not elsewhere classified	45.2
(X900) Others in education	515.8
(X990) Education not elsewhere classified	583
Total	3607.2

6. OTHER SITES FOR EDUCATIONAL RESEARCH

The bulk of this report presented data on education research based in higher education institutions (HEIs). This section discusses several other sites for education research, which BERA may wish to map in more detail through commissioning further work.

Along with the educational research commissioned and carried out at different levels of UK Government, a range of commercial and third sector organisations carry out research, analysis and evaluation on educational issues, often in parallel with the provision of educational services.

At one end are international organisations such as OECD, and management consultancies such as McKinsey, preparing high-level analyses for governments and international bodies. At the other are independent academy trusts with their own evaluation and research teams. The Department of Education has its own research department, informing its programme of work carried out by its executive agencies, through contracted work and commissioned research centres. With the demise of local education authorities, much of the research work formerly carried out within local government is now done by non-governmental organisations, think-tanks and charities.

This section of the report highlights the increasingly blurred landscape of educational funding, provision, analysis, evaluation and research. It focuses specifically on the research and evaluation activities of third-sector research organisations.

INDEPENDENT EDUCATIONAL RESEARCH ORGANISATIONS

The following are examples of prominent independent not-for-profit research organisations that carry out research on educational issues. Parallel to their work is a range of commercial companies offering evaluation and consultancy services across the sector.

1. CFE Research (cfe.org.uk/)

Established in 1997, CFE is an independent not-for-profit company specialising in providing research and evaluation services across a broad field of education, employment and skills, with a specific focus on HE, FE, volunteering, careers and business. Employing around a dozen researchers/analysts, they carry out evaluations and research for a range of organisations, including government departments, colleges and universities.

2. NFER: National Foundation for Educational Research (nfer.ac.uk)

NFER defines itself as 'the UK's largest independent provider of research, assessment and information services for education, training and children's services' Its clients include UK government departments and agencies at both national and local levels. In 2014 it employed 108 Research Staff (FTE) doing a range of contract research and assessments, as well as offering services to the sector. Total income from research and grants in 1012-13 was 12.6 million.

3. National Centre for Social Research (natcen.ac.uk)

Styling itself as Britain's largest independent social research agency, this London-based organisation is now 40 years old, and employs 116 FTE full-time research staff, along with another 1200 freelance research staff. Its research portfolio includes a significant proportion of projects related to children and young people, including studies of children's centres, early years interventions, and a range of educational interventions funded by the Nuffield Foundation. Research contracts in 2013 included £20 million from Central Government, £2 million from the Research Councils and £13 million from Universities, as well as significant sums from charities and the public sector.

CHARITIES AND ORGANISATIONS INVOLVED IN EDUCATIONAL PROVISION

A slew of charities and quangos now exist, promoting a complex and decentralised network of educational provision within the UK. These organisations increasingly employ evaluation and analytical staff. The following list is simply indicative of the range of this range of provision. There are many other academy chains, trusts and foundations that carry out evaluations or action research to inform their programmes.

1. Commonwealth Education Trust (<http://www.cet1886.org/>)

CET aims to advance primary and secondary education across the Commonwealth with a strong focus on teacher professional development. Relying on income from its commercial subsidiary that provides a range of professional services to schools, the trust shares best practice from across the Commonwealth.

2. CfBT (www.cfbt.com)

CfBT Education Trust has an annual turnover exceeding £100 million and employs more than 2,000 staff worldwide. Running a suite of schools, it aspires to be 'the world's leading provider of education services', with a particular focus on school effectiveness. It commissions research projects rather than employ researchers directly.

3. National Education Trust (www.nationaleducationtrust.net)

The National Education Trust is a provider of CPD for school leaders and seeks to provide a national resource for sharing best practice and to contribute to national policy discussions. As well as sponsoring academies, it has built a network of advocacy schools that demonstrate aspirational nature and form a body of knowledge that other schools can benefit from. The trust holds 'Invitation Seminars', where leaders from other schools can visit advocacy schools and gain knowledge of best practice.

4. Education Endowment Foundation (www.educationendowmentfoundation.org.uk)

The Education Endowment Foundation (EEF) is an independent grant-making charity, set up by the Sutton Trust with a founding grant of £125m from the Department for Education. It aims to raise the attainment of children facing disadvantage by identifying and funding promising educational innovations, developing evidence on what works at scale, and encouraging the sector to apply evidence and adopt effective innovations. It aims to award £200m over the 15-year life of the Foundation.

5. Nesta (nesta.org.uk)

Nesta was set up as a public body in 1998 tasked with promoting creativity and innovation across a wide range of sectors. Now an independent charity, it seeks to test new ideas and develop practical tools. Examples of its work include the Alliance for Useful Evidence, and a range of projects in digital education.

EDUCATIONAL THINK-TANKS

The range, number, influence and importance of educational policy think tanks has grown in recent years, and a number specialise solely in educational issues (Smith et al 2013, Exley 2014). A number of the best known of the national think tanks – such as IPPR, Demos, Policy Exchange and Institute of Fiscal Studies – also carry out a mixture of independent and contract research which focuses on educational issues.

Educational think-tanks range from those with a strong conservative political agenda (such as the EG West Foundation promoting low-cost private schooling), to those associated with teachers and lecturers' unions, professional associations, scholarly bodies and University groupings (eg the Russell Group, or Million+). To various degrees, these organisations carry out policy research to support their missions. Many also employ their own political lobbyists.

The following are examples of think tanks that employ researchers and foreground their analytical impartiality:

1. Education Foundation (www.ednfoundation.org)

Set up in 2011 as the UK's first independent, cross-party and cross-sector think-tank, its 'solution-focused' work focuses on three priorities – education reform, technology and innovation. It published Education Nation, and ran a major educational reform summit in 2014 with the Department of Education, its small group of directors have extensive policy and technology incubation experience.

2. Higher Education Policy Institute (www.hepi.org)

Small Oxford-based higher education think tank, publishing analytical Blue Books and polemical Yellow Books. Recent work includes studies of undergraduate experience and research into the unsustainability of student loans

3. Royal Society of Arts (www.rsa.org)

A cross between a think-tank and a professional association, the RSA mobilises the strengths of its 27,000 members to promote innovation, carrying out action research to inform policy reforms and ideas that have 'real-world' impact. Around 30 of its 120 staff are involved in project-work.

7. CONCLUSIONS AND RECOMMENDATIONS

Staff numbers in education departments in HEIs look set to continue to fall gradually, especially given the significant proportion of staff aged 56 and over. The decline in research funding has contributed to the drop in research staff numbers, particularly those on fixed-term and research-only contracts.

External research income has also declined and this seems to be another enduring trend. In addition, the traditional sources of funding for education have decreased drastically – including funding from the UK government. The funding gap so created is far from being filled by the additional income from less traditional sources secured through the creative efforts of various types of institutions, including post-1992 and post-2000 ones.

Nationally, the picture is very diverse, and research capacity and funding are primarily located within the pre-1950s universities. The regional picture is complex, with high concentration of staff and resources around London, but with higher resource to FTE staff ratio in the North East and Northern Ireland.

The comparison with business and psychology reveals some differences in regional distribution of funding, as well as the fact that funding in both of these disciplines has been more stable than in education over the period.

The difficulty of getting responses from non-HEI providers of education research suggests that it is important for BERA to consider other approaches to initiating dialogue with the sector about these issues.

8. REFERENCES

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ANNEX: CALL FOR EVIDENCE

BERA OBSERVATORY: CALL FOR EVIDENCE: SURVEY INSTRUMENTS

Two different versions of the survey have been prepared for HEIs and other Research Organisations:

HEIS

Education research organisations are invited to contribute to the BERA Observatory, an initiative aiming to monitor the health and general state of education research in the UK. We have been commissioned by BERA, through competitive tender, to provide baseline data and information about the activity taking place under the 'educational research' banner. The outputs from the research will be shared with the sector through a BERA report and an academic paper, which will explore the changes to the national research funding landscape, and its effects on education research.

The project, reporting in November 2014, is drawing evidence from a range of different HEI and funding databases, but we would also be pleased to receive departmental and institutional submissions that offered additional or more detailed contextual and localised information and insights on the national picture.

This call will remain open until the end of September 2014. All comments will be treated in confidence and fully anonymised in the final report.

1. Please enter qualitative comments and, if possible, figures on year-on-year fluctuations or changes in research income from government, research council, charity, business and industry, and/or international and other research income in your institution, since 2009-10.
2. Please enter qualitative comments and figures on education research staff in your institution.
3. Please enter a description of the type (methodology, topic, organisation) and scale of education research projects conducted by your institution.
4. Please comment on the importance, type and scale of KE activities and KE funding for your institution, with accompanying data if possible. Please include comments on research partnerships with higher education institutions, where applicable.

5. Please comment on the impact of education research conducted in your institution and give evidence, if possible, using indicators that are relevant to your organisation.
6. Please add any other comments you have on the current research landscape, the challenges your institution faces in sustaining its research profile, and any new opportunities for development.
7. Region:

England – London	England – West
England – South East	Northern Ireland
England – Midlands	Scotland
England – North East	Wales
England – North West	
8. Historical type of institution:

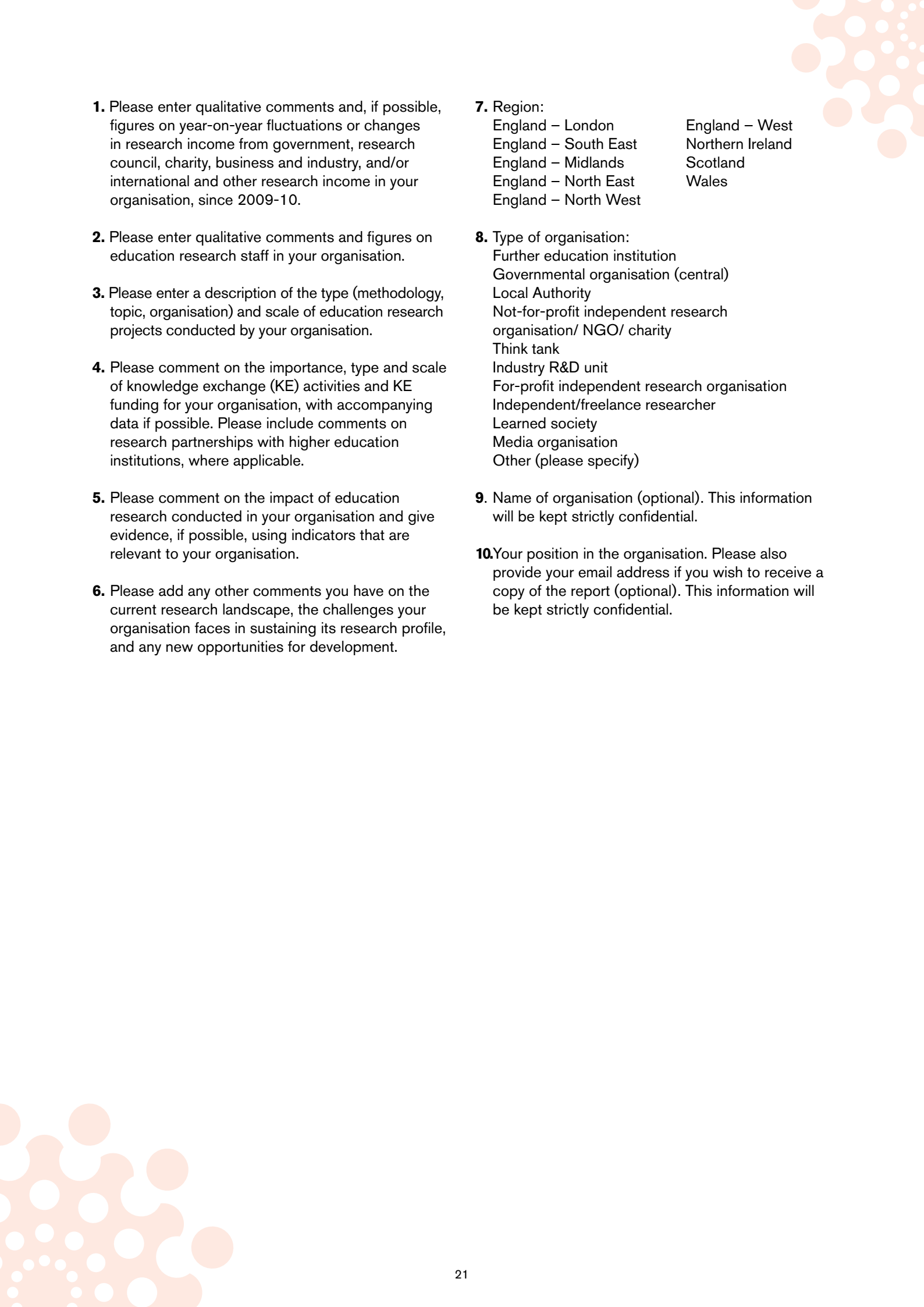
Historical type of institution
Pre-1992 University
Post-1992 University
Other HEI
9. Name of institution (optional). This information will be kept strictly confidential.
10. Your position in the organisation. Please also provide your email address if you wish to receive a copy of the report (optional). This information will be kept strictly confidential.

OTHER RESEARCH ORGANISATIONS

Education research organisations are invited to contribute to the BERA Observatory, an initiative aiming to monitor the health and general state of education research in the UK. We have been commissioned by BERA, through competitive tender, to provide baseline data and information about the activity under the 'educational research' banner. The outputs from the research will be shared with the sector through a BERA report and an academic paper, which will explore the changes to the national research funding landscape, and its effects on education research.

The education research landscape is rich and complex, but data currently available tend to be limited to its HE components. Thus, we particularly welcome comments and figures on the nature and scale of education research activity in organisations other than higher education institutions, including further education, for profit, charitable or governmental.

This call will remain open until the end of September 2014. All comments will be treated in confidence and fully anonymised in the final report.

- 
1. Please enter qualitative comments and, if possible, figures on year-on-year fluctuations or changes in research income from government, research council, charity, business and industry, and/or international and other research income in your organisation, since 2009-10.
 2. Please enter qualitative comments and figures on education research staff in your organisation.
 3. Please enter a description of the type (methodology, topic, organisation) and scale of education research projects conducted by your organisation.
 4. Please comment on the importance, type and scale of knowledge exchange (KE) activities and KE funding for your organisation, with accompanying data if possible. Please include comments on research partnerships with higher education institutions, where applicable.
 5. Please comment on the impact of education research conducted in your organisation and give evidence, if possible, using indicators that are relevant to your organisation.
 6. Please add any other comments you have on the current research landscape, the challenges your organisation faces in sustaining its research profile, and any new opportunities for development.
 7. Region:

England – London	England – West
England – South East	Northern Ireland
England – Midlands	Scotland
England – North East	Wales
England – North West	
 8. Type of organisation:
 - Further education institution
 - Governmental organisation (central)
 - Local Authority
 - Not-for-profit independent research organisation/ NGO/ charity
 - Think tank
 - Industry R&D unit
 - For-profit independent research organisation
 - Independent/freelance researcher
 - Learned society
 - Media organisation
 - Other (please specify)
 9. Name of organisation (optional). This information will be kept strictly confidential.
 10. Your position in the organisation. Please also provide your email address if you wish to receive a copy of the report (optional). This information will be kept strictly confidential.

