QUALITY OF RESEARCH

Across REF submissions to education as a whole

- 92% Judged to be of international standard
- 66% Judged to be internationally excellent or better
- 30% Judged to be WORLD-LEADING

42.9% of impact studies were judged to be WORLD-LEADING

19 UK education departments in the TOP 100 in the WORLD

48.4% of UK research environments were judged to be WORLD-LEADING in their vitality and sustainability.

NATURE OF RESEARCH

Teacher education was strong with the majority of outputs being judged to be of international standing or better including a good proportion that were WORLD-LEADING.

Research on student identities was often world-leading. This included, for example, gender, ‘race’, social class and sexuality and the way these were constructed in a diverse range of educational and peer contexts.

Higher education research demonstrates particularly strong sociological work on widening participation, using both qualitative and quantitative data.

Growing volume of outputs deriving from large-scale datasets and longitudinal cohort studies was particularly impressive, and a high proportion were judged to be internationally excellent or WORLD-LEADING.
University educational research has seen reduction in research income of 23% since 2009.

Funding from the UK government is down by 42%.

Total academic staff in Northern Ireland, Wales and Scotland amounts to less than one-sixth of those employed in England.

Total research income in education (2009 - 13)

1/3 of all academic staff in Education were aged 56+ compared with 25% in 2015.

ESRC doctoral funding for education fell between 2011-13 by 50%.

Of the 4850 FTE students registered in 2013 for an education postgraduate qualification:
- 3/5 were part-time
- 78% were aged 30 or over
- Over 10% were based at the Institute of Education.

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