This Annual Report provides an overview of activities in the Social Science Research Unit during 2016. It presents our achievements in conducting research and sharing the findings, and in teaching, and it introduces you to the staff who have made these possible. We hope you enjoy reading about our work.

Founded in 1990, the Social Science Research Unit (SSRU) is part of the UCL Institute of Education, University College London. The Unit’s mission is to engage in and otherwise promote rigorous, ethical and participative social research, and to support evidence-informed public policy and practice across a range of domains, including education, health and welfare. Its work is guided by a concern for human rights, social justice and the development of human potential.

To these ends, SSRU continues to engage in the following:

- research and scholarship of national and international significance
- the communication of evidence to relevant audiences
- high-quality, research-informed learning and teaching programmes and consultancy.

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This year our research activities were complemented by new teaching roles and by welcoming undergraduates to the Department’s two new courses: BSc Social Science and BSc Social Science with Quantitative Methods. In the early part of 2016 we were designing modules for the first year of study. In October we took on new responsibilities as personal tutors for the first cohort arriving from across the UK, Europe and further afield. At the same time we welcomed growing numbers of students who came for our Masters courses: Social Policy and Social Research; Sociology of Childhood and Children’s Rights; and Systematic Reviews for Public Policy and Practice.

This year SSRU staff have been working more closely to central government to support their rising demand for evidence, and more closely to the world’s most marginalised, refugee children. Increasing interest in evidence to inform policy has created greater demand for randomised controlled trials in education and prompted efforts to support policy teams in international development to articulate their evidence needs, and strengthen the capacity of researchers to produce the required systematic reviews. These trends have seen our Evaluations of Social Interventions stream conducting randomised controlled trials in schools across the country, funded by the Education Endowment Foundation, and the EPPI-Centre working more closely with the National Institute for Health and Care Excellence (NICE), to contribute to NICE guidance and research methods. Nicola Blackwood, Parliamentary Under-Secretary for Public Health, mentioned our systematic review work in responding to a question about research spending on adult autism.

Our research in health, education and welfare has an increasingly global profile. While our systematic reviews have always drawn on international studies, since 2010 our work in this area has focused more on low and middle income countries. We now have a successful capacity-strengthening programme for producing systematic reviews in South Asia. UCL’s Global Challenge Fund for building research collaborations with third sector organisations inspired new research for the Childhood, Gender and Society stream, with travel to the refugee ‘jungle’ in Calais to investigate the care of children and to Pune, in India, for research on intimacy amongst young people. Our international pages highlight an extensive programme of teaching abroad and leading roles in international networks, with the fastest growing of these being the Africa Evidence Network.

As our teaching, research and international interests grow, so do their synergies. While teaching takes up more of our time, it is also an opportunity to share our research with...
new audiences. For the teaching agenda, having staff at the forefront of social science is a strength for UCL's new Education Strategy, 2016 – 21, which puts research and enquiry at the heart of learning, as part of the Connected Curriculum. A complementary UCL strategy is the Inclusive Curriculum, which challenges traditional Eurocentric, male-dominated curricula and aims to ensure that the work of marginalised scholars on race, sexuality, gender and disability is fairly represented in curricula. Our formal efforts to advance this agenda started with a small UCL grant to analyse the profile of authors on our systematic review module. Our growing teaching programme is achieved through our staff complementing their research strengths by taking advantage of UCL's professional development pathway for teaching, UCL Arena. As a result, more SSRU staff are now Fellows of the Higher Education Academy. 

This year we welcomed Mr Ian Shemilt (Senior Lecturer in Economics and Evidence Synthesis Methodology), Dr Catherine Swann, Dr Tara Tancred, Dr Preethy D'Souza and Mr Alec Martin (all Research Associates) and Dr Jonathan Sharples (first as an Honorary Senior Lecturer and then as a Professorial Research Associate). Other honorary appointments made this year were for Dr Kirsty Newman from DFID (Honorary Reader), Mr Jonathan Breckon, Director of the Alliance for Useful Evidence (Honorary Senior Lecturer) and Mr Toshiro Mori from Toubu Junior High School, Japan (Honorary Lecturer). 

We were very sad to say goodbye to Ms Clare Shelton who worked at IOE for nine years, initially for three years as Unit Manager for SSRU, and for the last six years as Faculty Research, Consultancy and Knowledge Transfer Manager. We also lost Prof Chris Bonell and Dr Tara Tancred who moved to the London School of Hygiene and Tropical Medicine; and Dr Catherine Swann, who moved to Public Health England. 

Our research, teaching and public engagement all present SSRU as an outward facing and internationally leading academic centre.

Sandy Oliver
Acting Director
Social Science Research Unit
Staff activities

Staff at SSRU have been involved in a variety of work both within the UCL Institute of Education (IOE), and with external agencies. The following activities have taken place during 2016.

Journal reviewing

Staff have reviewed papers submitted for publication for the following journals:


Group membership

In an external capacity, SSRU staff have been a member of advisory groups for the Office of the Children’s Commissioner; the British Sociological Association; the Chair of a trial steering committee for the Group Family Nurse Partnership RCT, Birkbeck and Chair of ILC-UK early and mid-career researchers. They have also been on the steering groups on an advisory capacity for the core outcome set development in neonatology, and on a systematic review and economic evaluation for placental growth factor tests to aid the assessment of suspected pre-eclampsia for the NIHR Southampton HTA Programme.

UCL participation

Within UCL, staff have served on the Equality and Diversity Board; Research Ethics; the steering committee of Health Economics; UCL Grand Challenge of Human Wellbeing Working Group; UCL Population and Lifelong Health Research Domain, as Co-Chair of and departmental lead of the Research Engagement and Impact group, and have established the Women’s Writing Collective, an informal and friendly network to promote and support women’s writing, through providing writing sessions and inspirational talks.
International activities

This has been a year for SSRU colleagues to advance international initiatives.

International leadership

Kirrily Pells chaired a panel at the March launch of the Right to Education Project’s Guide to Monitoring the Right to Education Using Indicators. Panel members included Kishore Singh, the UN Special Rapporteur on the Right to Education. In May she participated in the global expert meeting on bullying and cyber-bullying, convened by the Office of the Special Representative of the UN Secretary-General on Violence against Children, held at the UNICEF Innocenti Research Centre, Florence, Italy. Working in similar areas, Rachel Rosen represents UCL on the Children’s Rights European Academic Network and is a member of the International Childhood and Youth Research Network. Members of the EPPI-Centre hold leadership roles in international networks for research synthesis and research use (see Box 1).

In these roles, Ruth Stewart chaired AEN’s first conference, Evidence 2016, held in Pretoria, South Africa, which was featured in The Guardian. She was a member of the organising committee of the first CEE

Box 1

| Africa Evidence Network (AEN), Chair | Ruth Stewart |
| Campbell Collaboration, Board Member | Sandy Oliver |
| Campbell Collaboration Steering Group (disbanded), Member | Ian Shemilt |
| Campbell Collaboration Methods Coordinating Group, Co-chair (outgoing) | Ian Shemilt |
| The Campbell Library Methods Series, Editor-in-chief (outgoing) | Ian Shemilt |
| Campbell and Cochrane Economics Methods Group, Co-convenor | Ian Shemilt |
| Cochrane Methods Executive committee, Member | Ian Shemilt |
| Collaboration for Environmental Evidence’s Johannesburg Centre, Director | Ruth Stewart |
| Cochrane Methods Board, Member | Ian Shemilt |
| Cochrane Methods Executive committee, Co-convenor | Ian Shemilt |
| GRADE working group | Ian Shemilt |
| Innovations and Technology Subgroup, Cochrane Living Systematic Reviews Network, Co-lead | Ian Shemilt |
| WHO Alliance for Health Policy and Systems Research, Advisory Group for Health Systems Research, Members | Sandy Oliver, Ian Shemilt |
conference in Stockholm in August 2016, Better evidence, better environment.

The EPPI-Centre was an official supporter of the What Works Global Summit where staff led workshops, convened public lectures and panels, and presented research. Laurenz Langer, doctoral student supervised by Ruth Stewart, won the young presenter prize (despite not revealing his age).

International visits

International visits are important for sharing and developing ideas. This year we welcomed: Dr Ana Vergara, from the Universidad Diego Portales in Chile, whose work focuses on the cultural politics of childhood in post-dictatorship Chile; and Dr Farkhanda Ghafoor, who is establishing newborn screening for congenital hypothyroidism in public hospitals in Lahore, Pakistan. Katherine Twamley visited Dr Juhi Sidharth at Flame University, Pune, India for their research on intimacy amongst young people in India.

Shorter visits abroad included: Mukdarut Bangpan who was invited to the Department of Economics, Kasetsart University, Thailand, to speak on Evidence for policy decisions: Systematic reviews and a case study of Microfinance programmes; and Preethy D’Souza sharing her experience of multidisciplinary evidence synthesis at the University of Manipal, India.

Jan Tripney and David Gough gave an invited plenary presentation at the EIPPEE (European education evidence network) Conference in Copenhagen and also participated in an invited meeting on evidence use convened by the Dutch Ministry of Education and the European Commission Directorate of Education and Culture. In Japan David met with senior officials at the Ministry of Internal Affairs and with the Nippon Foundation and Mitsubishi UFJ Research. He also gave invited talks on evidence synthesis and the Science of Using Science for Japan’s Evidence Based Education group and for the Japan Evaluation Society conference in Yokohama.

International teaching and research support

Members of the EPPI-Centre are building capacity in systematic reviewing, either travelling to teach or through video links. This work has taken them to the Institute of Transport Economics, Norway (Sandy Oliver); Department of Philosophy, Linguistics and Theory of Science, University of Gothenburg and the Swedish Institute for Educational Research (David Gough); Colombo, Sri Lanka (Kelly Dickson); Gifu City and Tokyo in Japan (David Gough); Department of Psychology, National University of Ireland, Maynooth, Ireland (Katy Sutcliffe); and Pretoria, South Africa for the Africa Evidence Network (Jan Tripney and Meg Wiggins). We have provided extended support for review teams across South Asia (Kelly Dickson, Mukdarut Bangpan, Claire Stansfield), in Indonesia (Mukdarut Bangpan and Preethy D’Souza) and Singapore (Rebecca Rees). James Thomas advised IQWIG (the equivalent of NICE in Germany) on methods of automating some systematic review processes. In a webinar Ginny Brunton presented ‘Scoping Review Methods for Producing Research Syntheses’ to US and Canadian colleagues via the American Institutes of Research, Centre for Knowledge Translation for Disability and Rehabilitation Research. With the help of video, Sandy Oliver supported members of the Effective Health Care Research Consortium meeting in Cape Town consider how to develop their synthesis methods.
Events

Strengthening Families Programme
substance misuse prevention programme:
findings from a randomised trial of a
progressive universalism adaptation of
an intervention for families with children
aged 10-14 (Project SFP Cymru)
6 January, Jeremy Segrott, Cardiff
University
This presentation discussed the trial results
and their implications for the design of future
interventions, including the findings from
embedded process and economic
evaluations.

Childhood and the postcolonial: An
ethnographic exploration
18 January, Sarada Balagopalan, Rutgers
University, with discussant Kirrily Pells
This talk drew upon ethnography with street
children in Kolkata, India to discuss ways
in which a postcolonial lens opens up our
current understandings of marginal children’s
lives. Methods included re-reading the ‘child’
as a critical and productive site in the
working out of a different modernity; and
critically discussing the circulation of liberal
categories which are increasingly deployed
around categories of children. categories
which are increasingly deployed around
categories of children.

The Coalition’s record on adult social
care: Policy, spending and outcomes
2010-15
3 February, Dr Polina Obolenskaya, LSE
This talk focused on poverty, inequality and
the distribution of social and economic
outcomes. Describing trends in public
spending and the outcomes for those
affected, it considered the future of adult
social care and current challenges faced by
the government.

Process evaluation of a community-led
maternal and newborn health intervention
in southeastern Tanzania: what worked,
what didn’t, and why?
9 March, Tara Tancred
Volunteers were trained in quality
improvement to create and evaluate context-
specific strategies to address local
problems. These quality improvement
processes were intended to improve health-
seeking and household-level maternal and
newborn health practices.

Innovation in systematic review methods:
Framework synthesis
13 April, Ginny Brunton
Framework synthesis is a method designed
for decision-making because it is not framed
by academic disciplines or methodologies
but by concepts transcending them. Innovations in recent reviews have made it
easier to address stakeholder priorities and
ensure that conclusions and
recommendations reflect their needs.

Eliminating human trafficking through
public education: Policy and the
normative politics of one U.S. state
4 May, Dr Melinda Lemke, Postdoctoral
Research Associate for the Swansea
University College of Law and Criminology
This talk covered empirical findings from a
qualitative study examining the
organisational, political, and normative
dynamics contributing to the creation and
enactment of a Texan human trafficking bill.
The study has important lessons for diverse
areas of educational policy, leadership, and
curriculum studies research.

“We all have a debt to our parents”: the
parent-child relationship from Chilean
children’s perspective
7 June, Ana Vergara Diego Portales
University, Santiago, Chile
This seminar examined discourses with
children from different socioeconomic strata,
based on thirty open group interviews held in
Santiago, Chile. Among the results, parents
were defined by the loss of existential and
material freedom, as well as the weight of
domestic, labour and economic
responsibilities.
A feasibility study of group antenatal care (gANC) tailored to an inner-city area of high linguistic, socio-economic and ethnic diversity
June 8, Christine McCourt, Professor of Maternal and Child Health, School of Health Sciences, City University London
This seminar discussed the study’s contributions to the development of a bespoke model of gANC: ‘Pregnancy Circles’. The study, which used qualitative methods, aimed to explore the model’s acceptability to women and examine the challenges this new model poses for midwives, midwifery managers, GPs and commissioners within an NHS setting.

Reviewing representation: Where are the female, Black, Asian and Minority Ethnic, and non-western authors in systematic review methodology?
July 6, Karen Schucan Bird, Mahmoud Arif
This seminar sought to provoke debate about diversity, the value of marginalised voices and the meaning of fair representation in systematic review methodology. What is missing and what are the implications for our teaching, research and our learning experience if demographic groups are absent from the reading list?

Early years intervention, evidence-based policy, and the crisis of replicability
September 21, Rosalind Edwards, University of Southampton and Val Gillies, University of Westminster
This seminar looked at how issues are framed and solved in policy-making, to focus on the use and implications of brain science claims in intervention policy and practice. The speakers looked at the contradictory set of motifs framing the state of ‘evidence’ of what works in early years intervention, and the (mis)use of neuroscientific images and discourse to frame deficient parenting as causing inequalities and to support particular policy directions.

What research do we do at SSRU?
October 5, Kate Hinds, Meg Wiggins, Sergio Graziosi, Katherine Twamley, Kirrily Pells
Staff talked briefly about their work in: Realist systematic reviews – challenges and joys!; primary research - evaluation of complex interventions; developments in EPPI-Reviewer; primary research on couples relationships; and Young Lives - longitudinal research with children.

Professionals’ views of children’s participation in medicines research and development: a UK based qualitative study
18 October, Gillian Stokes
Gillian’s is the first study to examine how professionals view children’s participation to understand the factors at play delaying its uptake in medicines R&D. Findings suggest professionals mainly constructed children as passive actors who were rarely considered beyond the role of clinical trial participants, and participation as problematic and resource-intensive. However, children’s insight was regarded as valuable for generating new ideas, improving research design and understanding the medicine-taking experience.

Beyond disease prevention in reproductive selection and embryo modification
2 November, Tom Douglas, Senior Research Fellow in the Uehiro Centre for Practical Ethics, University of Oxford
Prospective parents can employ ‘reproductive selection’ techniques to influence the expected characteristics of their future children. This talk examined the case for expanding the permissible goals of selection and embryo modification to include medical or non-medical benefits to the future child, and to others.

What does a ‘post-facts’ world mean for research evidence? Reflections on social scientific practice and public engagement
7 December, William Allen, Centre on Migration, Policy, and Society
Though we may live in a ‘post-truth’ world, a long tradition of research has shown how ‘evidence’ and data exist in social, political, and cultural contexts. Drawing upon experiences of UK-based civil society organisations reveals how they engage with research, reflecting on how researchers can modify their strategies to be more empathic and appreciative of values.
These seminars aim to encourage discussion and information-sharing on methods issues in systematic reviews and the study of evidence use.

Are narrative syntheses and meta-analyses commensurate in terms of argumentation and reasoning?
19 April, GJ Melendez-Torres, University of Warwick
Using framework synthesis and grounded theory methods, systematic reviews on workplace health promotion were analysed, with implications for how syntheses are appraised and understood, and the ways in which findings from included primary studies are ‘transformed’ into the syntheses contained within reviews.

Meta-synthesis of quantitative research findings in education: some risks and benefits
17 May, Steve Higgins, Durham University
A talk on the overview of the history, benefits and limitations of ‘super-synthesis’ or ‘meta-synthesis’ of findings from different meta-analyses. It traced the development of meta-analysis in education and the history of ‘meta-meta-analysis’ or ‘meta-synthesis’, to aggregate findings across meta-analyses to understand the relative benefits of different approaches for educational outcomes.

What’s wrong with ‘What Works for Whom, Where’?
22 November, Nancy Cartwright, Durham University and University of California San Diego
Nancy argued that it is unlikely that many of interventions we consider in social policy have any ‘goal-directed power’. When they work they generally do so because local arrangements call a number of different causal principles into play that would not be at work together in other arrangements.

Feeling the earth move: insights on the “dual heritage” of qualitative evidence synthesis
19 July, Andrew Booth, University of Sheffield
This seminar examined the contributions of qualitative and quantitative systematic review methodology to current methodologies of qualitative synthesis. The talk sought to open up a toolkit of systematic approaches to the synthesis of qualitative literature, informed by this “dual heritage”.

Automating clinical evidence synthesis via machine learning and natural language processing
25 May, Byron Wallace, University of Texas
Evidence-based medicine (EBM) looks to inform patient care with the totality of the available evidence, using systematic reviews as its cornerstone. Byron discussed work on machine learning and natural language processing technologies that look to semi-automate evidence synthesis and thus mitigate the burden on reviewers.

Learning curve: What quality assuring systematic reviews can tell us about the past, present & future of evidence synthesis
20 December, Toby Lasserson, Cochrane
Centralised quality assurance of Cochrane systematic reviews of interventions is a recent innovation in the history of Cochrane. This talk focused on key learning points, providing an opportunity to explore the tensions between narrow and broad views on quality and methodological approaches in existing guidance, whilst looking to explore what the future might hold for evidence synthesis.

Information seeking theory: how can it help us define ‘proper’ searching for systematic reviews?
21 June, Suzy Paisley, Director of Information Resources, ScHARR, University of Sheffield
This talk looked beyond procedure and practicality to consider the information seeking theory that underlies systematic review search methods and to explore how alternative theories can address challenges.

Visit http://eppi.ioe.ac.uk for information about upcoming seminars
### Funders

#### UK and international government related
- Department of Health (DH)
- Department for Education (DfE)
- Department for International Development (DFID)
- European Commission (EC)
- European Food Standards Agency (EFSA)
- National Institute for Health and Care Excellence (NICE)
- NHS Education for Scotland
- National Institute for Health Research (NIHR)
- Public Health England
- World Health Organisation (WHO)

#### Research councils
- Australian National Health and Medical Research Council
- Economic and Social Research Council (ESRC)
- Medical Research Council (MRC)

#### Not for profit organisations and learned societies
- Association of Sail Training Organisations
- Bill and Melinda Gates Foundation
- British Council
- College of Policing
- Education Endowment Foundation (EEF)
- International Initiative for Impact Evaluation (3ie)
- Oxfam

#### Other grants
- Alliance for Useful Evidence
- Cochrane Collaboration
- Health Education England (HEE NHS)
- Health Education South London
- INOVASI
- The Leverhulme Trust
- UCL Grand Challenge Small Grants
- UCL Sea and Currents Fund
- Wellcome Foundation
- What Works Centre for Wellbeing
Childhood, gender & society

This stream is concerned with society, education and health inequalities and with influencing local, national and international policy and practice. Our work examines concepts of childhood and explores children's lives, including evaluating services for children and examining children’s rights and participation in decision-making. Our child public health and social care research is responsive to the needs of children and young people, their families, practitioners and policy-makers, and has a particular focus on promoting evidence-informed practice.

Members of the Childhood, Gender and Society Stream have played an important part in developing the sociology of childhood, including its relations with children’s rights, and the sociology of gender and the family in global contexts. Teaching, research and publication in this area concern generation and gender, and their intersections, and inter-generational justice.

In 2016, members of the Childhood, Gender and Society stream included: Priscilla Alderson, a leading authority on children’s rights and critical realism; Liesbeth de Block, a specialist on childhood, migration, and media; Berry Mayall, a pioneer in the Sociology of Childhood; Kirrily Pells, Lecturer in Childhood, with expertise in global childhoods in contexts of poverty and conflict; Rachel Rosen, Lecturer in Childhood with a specialism in unequal childhoods and care; and Katherine Twamley, a Leverhulme Trust Early Career Fellow who specialises in gender, love and intimacy.

The MA Sociology of Childhood and Children's Rights (SCCR) is led by Rachel Rosen, joined by Kirrily Pells as a new lecturer. Continued strong numbers of students joined the MA SCCR in September, and modules were joined by MA and doctoral students across the IOE, Erasmus programme, and UCL schools. The 2015-2016 cohort had their final exam board in November with distinctions being awarded to Paraskevi Ampatzi-Vasil, Rudrani Dasgupta and Kate Wagner.

The team also lectured on other Masters programmes including Childhood Studies at Free University Berlin (Priscilla Alderson), University of Brighton (Kirrily Pells) and Children in Difficult Circumstances at the Institute of Child Health (Rachel Rosen). At the undergraduate level, Kirrily Pells and Rachel Rosen co-lead a module on Sociology of Childhood and Katherine Twamley teaches on the module Introduction to Sociology.

Teaching

Members of the stream are involved in teaching at all levels.
Staff continue to be involved in doctoral-level supervision and teaching. We supervise 11 doctoral students, and of these students two completed this year (Dr Sarah Whiteway: A Narrative Exploration of the Educational Experiences and Aspirations of Teenage Fathers; and Dr Rosa Mendizabal Espinoza: A critical realist study of neonatal intensive care in Mexico). Doctoral courses offered by members of the stream include: Critical Realism (Priscilla Alderson); Doing Research with Children and Young People; and Reflexivity (Rachel Rosen).

**Key research outputs**

Stream work continues to be international in its range, with members invited to speak at and attend conferences abroad, and through publication in internationally recognised arenas.

The team made significant contributions of articles and chapters to key journals and edited volumes. Highlights this year include Katherine Twamley, Rachel Rosen and Berry Mayall’s articles in *Children’s Geographies* on feminism and the politics of childhood; several publications by Priscilla Alderson on childhood and critical realism, including the second volume of her book *The Politics of Childhoods Real and Imagined: Practical Application of Critical Realism and Childhood Studies*, with Routledge. Kirrily Pells was invited by the UN Special Representative of the Secretary-General on Violence Against Children to contribute to a key publication on the protection of children from bullying and findings were included in the UN Secretary-General’s report.

Stream members gave talks and conference papers in Austria, Finland, Germany, India, the UK, and the United States.

**Projects**

- **Building resilience for children in low and middle income countries**
  - **Funder:** UCL Grand Challenge Small Grants
  - **SSRU Lead:** Kirrily Pells, Rachel Rosen
  - **Collaborators:** Led by Anna Freud Centre and Professor Panos Vostanis (UCL visiting professor)

- **Children’s Rights Erasmus Academic network – CREAN**
  - **Funder:** European Commission (EC)
  - **SSRU Lead:** Liesbeth De Block, Rachel Rosen
  - **Collaborators:** Freie Universität Berlin (Lead)

- **Choice, gender equality and love in early parenthood**
  - **Funder:** Leverhulme Trust
  - **SSRU Lead:** Katherine Twamley
  - **Staff:** Ann Oakley

- **Feminism and the politics of childhood: Friends or foes?**
  - **Funder:** UCL Grand Challenge Small Grants
  - **SSRU Lead:** Rachel Rosen
  - **Staff:** Berry Mayall, Katherine Twamley
  - **Collaborators:** Ann Varley, UCL

- **New Families: Childhood in the ‘Jungle’ Calais**
  - **Funder:** UCL GEO
  - **SSRU Lead:** Rachel Rosen
  - **Collaborators:** TCRU

- **The intimate lives of young urban slum women in India and their middle-class counterparts**
  - **Funder:** UCL Sea and Currents Fund
  - **SSRU Lead:** Katherine Twamley
  - **Collaborators:** FLAME University, Pune, India

- **Women Welfare-State Builders**
  - **Funder:** London School of Economics
  - **SSRU Lead:** Ann Oakley
Notable research projects and public engagement this year included:

**New Families: Childhood in the ‘Jungle’ Calais.** An exploratory study of the care of children, by children, on migration journeys. (Rachel Rosen, PI, with Sarah Crafter)

**Focus**

Kirrily Pells has been collaborating with the Young Lives longitudinal study of childhood poverty, based at the University of Oxford, to conduct a qualitative study on violence affecting children in Ethiopia. A two-day consultation workshop with government, international and national stakeholders was held in Addis Ababa in October to inform the design of the research.


**Feminism and the politics of childhood: Friends or foes?** An edited collection bringing together community- and university-based academics and activists to unpack perceived conflicts between children’s interests and women’s interests (which themselves are heterogeneous) and, more broadly, intersections and antagonisms between various forms of feminism and the politics of childhood. To be published by UCL Press in 2018. (Rachel Rosen and Katherine Twamley, Editors)

**Priscilla Alderson’s keynote address Intergenerational Justice at the conference: Children and Young People in a Changing World: Action, Agency and Participation, Liverpool Hope University, 24 June 2016**
Evaluations of social interventions
Sexual health, reproduction & social exclusion

These two streams of SSRU’s work are described together because of overlaps between them. We seek to evaluate complex social interventions addressing sexual, reproductive and other health outcomes. In 2016 we have evaluated interventions to promote health in pregnancy delivered in community and NHS settings, and an intervention to reduce bullying and aggression in secondary schools. Additionally we have evaluated various educational interventions in primary and secondary schools. Our evaluations drew on mixed methods including statistics, qualitative research and economic analysis.

Teaching

In 2016, Meg Wiggins taught on the London School of Hygiene and Tropical Medicine’s MSc in Public Health and led the IOE Doctoral School course on Qualitative Interviewing. Mary Sawtell taught research project management at the IOE Doctoral School.

Key research output

A key publication in 2016 was the final report of the evaluation of the Chess in Schools programme. This educational intervention was developed by the charity Chess in Schools and Communities and was delivered in primary schools. The evaluation, funded by the Education Endowment Foundation, was a cluster randomised controlled trial with integrated mixed-method process evaluation. The trial did not find a significant impact of the one-year classroom chess intervention on pupils’ maths or English SATs test results when compared to children who did not receive the programme. The process evaluation, conducted by an SSRU team, found that the intervention was well liked by teachers and students, but balancing differentiation between pupils with varied skill levels and behaviour management were sometimes challenging for the Chess tutors. Classroom teachers were not always as involved in these aspects of the programme as was initially envisaged.
Meg Wiggins and Mary Sawtell are continuing to work on the NIHR funded REACH pregnancy programme (2014 -2019). This Programme Grant aims to generate evidence on how to improve access to, and enhance the value and experience of, antenatal care for socially disadvantaged women, through a variety of research projects. The REACH programme is being conducted by a multi-institutional team led by UEL. Meg and Mary bring their expertise in running randomised controlled trials to the collaboration. During 2016 a key aspect of the work undertaken on this programme was a feasibility study of an innovative service change in antenatal care – the introduction of group-based antenatal care ‘Pregnancy Circles’. This new way of working is being introduced and tested with hopes of improving health and safety outcomes for women and babies, as well as improving satisfaction with antenatal care. The results of the feasibility study have been fed into the development of a pilot RCT of the Pregnancy Circles which will run through 2017. The REACH programme has been shortlisted for the 2017 RCM Annual Midwifery Awards in the category of ‘Reducing Inequalities’.
Perspectives, participation & research

Work in this stream aims to examine the perspectives and participation of health service users alongside others for decisions in policy, practice and research.

This stream of work emphasises research as a social enterprise. We focus particularly on the effort that is required from university researchers to reach out and engage other people with their work, and from people elsewhere to think about how research might help them with decisions in their personal or professional lives. We look for people whose lives touch on the issues we research, invite them to comment on our work and benefit from their insights when conducting research or sharing the findings. We also support university colleagues to do the same.

Teaching

Our MSc module Research Engagement, Participation and Impact is the only university-delivered course in the UK that addresses critically both the drivers for and barriers to successful engagement of decision-makers with both research and the public. This course also supports learning about the various forms that research impact can take and explores how the nature of research production affects the relevance and uptake of research. It continues to be offered online and attracts participants internationally working in the public and voluntary sectors, as well as having a broad appeal to social science students who are planning a career in research.

We also look for opportunities to integrate these principles into courses taught elsewhere. Gillian Stokes contributed a session to the new MSc on Social Policy and Social Research. Sandy Oliver and Leila Baker (Institute for Voluntary Action Research) led a module for the Doctoral School – Research Beyond the University: Thinking about Impact, Engagement and Commissioning Bodies.

Key research outputs

Research for All is a new open-access journal focusing on research that involves universities and communities, services or industries working together. It highlights the potential in public engagement for robust academic study, development of involved communities and research that has impact. Theoretical and empirical analysis features alongside authoritative commentary to explore engagement with differing groups and their cultures. The journal is co-sponsored by the UCL Institute of Education and the National Coordinating Centre for Public Engagement (NCCPE). The journal is published by UCL IOE Press and will be available on the ingentaconnect journals platform.
Research for All is co-edited by Sandy Oliver. Other contributors from SSRU are Ruth Stewart, Associate Editor, and Meena Khatwa, peer reviewer.

Project

Developing a newborn screening program for Congenital Hypothyroidism in Pakistan

Funder: British Council
SSRU Lead: Sandy Oliver
Collaborator: Pakistan Medical Research Council Research Centre

Focus

Research engagement and impact

This stream of work draws on our decades of experience with patients, practitioners and policymakers engaging with health research. During our three years of Research Council UK’s funding (2012 – 2015) to develop a culture of engagement with research across IOE we accrued broader experience of public engagement with research across academia, in the arts and humanities as well as the disciplines that health usually spans: STEM (Science Technology, Engineering and Maths) and the social sciences.

This has been a year of building on that work since the IOE has set up structures to support academic engagement with people from outside academia with their research. Our contribution has included Sandy Oliver co-chairing IOE’s refreshed Research Engagement and Impact Group. Membership of this group includes Departmental Research Engagement and Impact Leads who will develop their understanding of how research can create impacts beyond the university, in order to support their departmental colleagues in identifying stakeholders, planning and enhancing impact, identifying and evidencing impact and publicising impact. Jan Tripney shares the Engagement and Impact Lead for the Department of Social Science and brings to this role her research and practical experience of engaging with partners outside academia in the areas of education and international development.

This focus on broad engagement with research is part of an international movement. Within the UK it is supported by the National Coordinating Centre for Public Engagement. Sandy Oliver was on their judging panel for the Engage Competition 2016 to find and celebrate high quality public engagement with research projects across the country.
The EPPI-Centre is a specialist centre for the conduct of, and development of methods for, systematic review and for the study of how research is used in policy, practice and personal decisions. For the last twenty years the EPPI-Centre has taken a leading role in developing methods to support the way that research can assist people to make decisions. The systematic review part of our work undertakes reviews of research for a range of agencies including the Department of Health, the Department for International Development, and the UK centre for What Works Crime Reduction. The ‘research on research use’ part of our work studies how to most effectively make use of research in the real world. Our funders include the European Commission, the Wellcome Trust and the Educational Endowment Foundation.

**Teaching**

The EPPI-Centre runs two MSc courses. The MSc in Systematic Reviews for Public Policy and Practice develops understanding and key skills in how to review different types of empirical and conceptual evidence. The MSc in Social Policy and Social Research develops understanding of the nature of research and how research evidence can inform decision-making. The two MSc courses share a theory course which helps explore how theory and empirical data are both necessary components of research. Students can take a number of other modules that provide more detailed investigation of the variety of research methods and their application in practice. Students also undertake their own project which is written up as a master’s dissertation.

**Key research outputs**

As a team of over twenty people we have produced many outputs over 2016.

One example from our systematic review work is a ‘translational’ systematic review to support decision-makers in local authorities when commissioning weight management services. This review combined the use of a new ‘explanatory’ method of synthesis using Qualitative Comparative Analysis (QCA; which sought to understand differences in intervention effects) with case studies among local authority decision-makers, in order to ‘translate’ the research findings to inform the local UK commissioning context.*

An example from our work on the study of evidence use was a review of the Science...
of Using Science (Langer et al 2016). This showed that several commonly used strategies aiming to increase the use of evidence (such as enabling access to research evidence or developing better relationships between researchers and policy makers) were only effective if they also targeted behavioural factors such as motivation and capability to use evidence. As well as the study findings, the project provided a framework to assist those working in this area to help structure and analyse how they are attempting to encourage evidence use that is now in use in several agencies.

Projects

**Education, Crime and Social Care**

Care and support of older people with learning disabilities (NICE guideline)

Funder: National Institute for Health and Care Excellence (NICE)

SSRU Lead: David Gough

Staff: Sarah Lester, Claire Stansfield

Collaborator: NICE Collaborating Centre for Social Care

Developing a reference resource for evidence searching for Scotland’s health and social care

Funder: NHS Education for Scotland

SSRU Lead: Sandy Oliver

Staff: Claire Stansfield

Mapping out sources of real world clinical, public health and social care data/
Understanding the potential of CPRD/
Get Real stakeholder mapping

Funder: NICE

SSRU Leads: David Gough, Dylan Kneale, James Thomas

National Collaborating Centre for Social Care

Funder: NICE

SSRU Lead: David Gough

Staff: Irene Kwan, Sarah Lester, Kristin Liabo, Claire Stansfield, Catherine Swann, Carol Vigurs

Collaborators: Social Care Institute for Excellence (Lead), Personal Social Services Research Unit at the London School of Economics and Political Science, Research in Practice, Research in Practice for Adults

Piloting and producing a systematic map of Millennium Cohort Study data usage: Where are data underutilised and where is granularity lost?

Funder: ESRC

SSRU Lead: Dylan Kneale

Staff: Meena Khatwa, Claire Stansfield

Collaborator: QSS, IOE

Science of using science knowledge

Funder: Wellcome Foundation and Alliance for Useful Evidence and What Works Centre for Wellbeing

SSRU Lead: David Gough

Staff: Laurenz Langer, Janice Tripney

An important component of our recent work has been our work for the National Institute for Health and Care Excellence (NICE). For the last three years we have been partners in NICE’s National Collaborating Centre in Social Care, producing national guidance on social care issues. NICE has also adopted EPPI-Reviewer as the core software platform for evidence synthesis across its whole range of work in clinical medicine, public health and social care. We were also the lead partner in NICE’s Research Support Unit from 2013-2016. NICE has been ‘practicing what it preaches’ by using research to inform not only how it produces national guidance in health and social care but also how it uses evidence to inform its internal processes. We worked with collaborators across the UK on topics ranging from values in health technology assessment to the evidence on how to organize committees to support decision-making. One of our last projects completed in 2016 was an examination of the research on how guidance by NICE is used in practice. Not all of this work is yet available but please look at the EPPI-Centre website for updates.

Sign up to our Twitter feed @EPPICentre to see all of our latest news

NICE

National Institute for Health and Care Excellence

An important component of our recent work has been our work for the National Institute for Health and Care Excellence (NICE). For the last three years we have been partners in NICE’s National Collaborating Centre in Social Care, producing national guidance on social care issues. NICE has also adopted EPPI-Reviewer as the core software platform for evidence synthesis across its whole range of work in clinical medicine, public health and social care. We were also the lead partner in NICE’s Research Support Unit from 2013-2016. NICE has been ‘practicing what it preaches’ by using research to inform not only how it produces national guidance in health and social care but also how it uses evidence to inform its internal processes. We worked with collaborators across the UK on topics ranging from values in health technology assessment to the evidence on how to organize committees to support decision-making. One of our last projects completed in 2016 was an examination of the research on how guidance by NICE is used in practice. Not all of this work is yet available but please look at the EPPI-Centre website for updates.

Sign up to our Twitter feed @EPPICentre to see all of our latest news
Transition between inpatient mental health settings and community and care home settings (NICE Guideline)

Funder: DH/DE  
SSRU Lead: David Gough  
Staff: Sarah Lester, Claire Stansfield  
Collaborator: NICE Collaborating Centre for Social Care

University consortium for evidence-based crime reduction

Funder: ESRC, What Works Centre for Crime Reduction, based in the College of Policing  
SSRU Lead: David Gough  
Staff: Karen Schucan-Bird, Carol Vigurs  
Collaborators: UCL (Lead); Birkbeck College; University of Dundee; University of Surrey; University of Southampton; LSHTM; Cardiff University

Health and Health Promotion

Department of Health funded projects

Department of Health reviews facility to support national policy development and implementation

Funder: Department of Health  
SSRU Lead: James Thomas  
Staff: Ginny Brunton, Kelly Dickson, Kate Hinds, Meena Khatwa, Dylan Kneale, Sandy Oliver, Alison O’Mara-Eves, Rebecca Rees, Michelle Richardson, Philip James Rose, Ian Shemilt, Claire Stansfield, Gillian Stokes, Katy Sutcliffe  
Collaborators: CRD, LSHTM

Developing evidence informed, employer-led workplace health

SSRU Lead: Ginny Brunton  
Staff: Kelly Dickson, Kate Hinds, Meena Khatwa, Sandy Oliver, James Thomas

Lyme Disease protocol

SSRU Lead: Katy Sutcliffe  
Staff: Ginny Brunton, Kelly Dickson, James Thomas  
Collaborators: CRD, LSHTM

Minor ailments for self-care

SSRU Lead: Michelle Richardson  
Staff: Kate Hinds, Katy Sutcliffe, James Thomas

No-fault compensation schemes for birth injury: a rapid realist review

SSRU Lead: Kelly Dickson  
Staff: Ginny Brunton, Kate Hinds, James Thomas

Sexual health promotion and contraceptive services in local authorities: a systematic review of economic evaluations 2010-2015

SSRU Lead: Ginny Brunton  
Staff: James Thomas

The nature, effectiveness and appropriateness of public health service provision by community pharmacies: A systematic review

SSRU Lead: Gillian Stokes  
Staff: Kelly Dickson, Meena Khatwa, Rebecca Rees, Claire Stansfield

What are the critical features of successful Tier 2 weight management programmes for adults?

SSRU Lead: Katy Sutcliffe  
Staff: Rebecca Rees, Michelle Richardson, James Thomas  
Collaborators: LSHTM, University of Warwick

Collaboration for leadership in applied health research. Project 1: Systematic review of asthma interventions

Collaboration for leadership in applied health research. Project 2: Exploring evidence use and evidence needs in public health

Funder: NIHR  
SSRU Leads: David Gough, Mark Newman, Sandy Oliver, James Thomas  
Staff: Dylan Kneale  
Collaborators: Barts Health NHS Trust (Lead), UCL Department of Applied Health Research

Community engagement strategies to promote public health: A systematic review and meta-analysis

Funder: NICE  
SSRU Lead: Ginny Brunton  
Staff: Dylan Kneale, Michelle Richardson, Claire Stansfield, Gillian Stokes, James Thomas
Increasing uptake and adherence to long-acting reversible contraceptive (LARC) methods in young women
Funder: NIHR
SSRU Lead: Sandy Oliver
Collaborators: LSHTM, UCL (Lead)

Mass media for public health messages - NIHR public health programme
Funder: NIHR
SSRU Lead: James Thomas
Staff: Kate Hinds
Collaborator: Institute of Social Marketing, Stirling (Lead)

Optimisation and commercial manufacture of tooth-coloured composite dental-fillings with added poly-antimicrobial (PAM) and remineralising calcium phosphate (CaP)
Funder: NIHR
SSRU Lead: Gillian Stokes
Staff: Sandy Oliver
Collaborator: UCL Eastman Dental Institute (Lead)

Sail training
Funder: Association of Sail Training Organisations
SSRU Lead: Sandy Oliver
Staff: Kelly Dickson, Alison O’Mara-Eves
Collaborator: Giving Evidence (Lead)

Transform
Funder: Cochrane Collaboration
SSRU Lead: James Thomas
Staff: Ian Shemilt
Collaborator: Monash University, Australia (Co-Lead)

Building capacity to use research evidence (BCURE) program
SSRU Lead: Janice Tripney
Staff: Ruth Stewart

Service provider to manage the DFID systematic review programme for Indonesia region
SSRU Lead: Sandy Oliver
Staff: Mukdarut Bangpan, Kelly Dickson, Claire Stansfield
Collaborator: PricewaterhouseCoopers

Service provider to manage the DFID systematic review programme for South Asia region
SSRU Lead: Sandy Oliver
Staff: Mukdarut Bangpan, Kelly Dickson, Claire Stansfield
Collaborator: PricewaterhouseCoopers

Supporting 10 systematic reviews for DfID
SSRU Lead: Sandy Oliver
Staff: Kelly Dickson, Claire Stansfield

Support group to manage systematic reviews of quantitative and qualitative evidence on the impact of microfinance in South Asia
SSRU Lead: Mukdarut Bangpan
Staff: Jeff Brunton, Kelly Dickson, Sergio Graziosi, Sandy Oliver, Philip Rose, Claire Stansfield

Under what conditions do inspection, monitoring and assessment improve system efficiency, service delivery and learning outcomes for the poorest and most marginalised? A realist synthesis of school accountability in low- and middle-income countries
SSRU Lead: Mukdarut Bangpan
Collaborator: David Eddy Spicer, IOE then University of Virginia (Lead)

International Development

DFID funded projects

The effectiveness and design features of interventions that aim to overcome the barriers to women’s participation in the labour market in higher growth/male-dominated sectors: a systematic review
SSRU Lead: Janice Tripney
Collaborator: University of Johannesburg (Lead)

Support for a systematic review by DIPF: Language intervention for children aged three to six years in daycare centres in Germany
Funder: DIPF
SSRU Lead: Janice Tripney
Effects of certification systems for agricultural commodity production on poverty and welfare of beneficiaries in low and middle-income countries: A systematic review

Funder: 3ie
SSRU Lead: Kelly Dickson
Staff: Claire Stansfield
Collaborator: SOAS

Provide technical support to the Medical Research Council of South Africa to complete the scoping review on Community-based distribution of noncommunicable diseases’ medicines

Funder: World Health Organization
SSRU Lead: Sandy Oliver
Staff: Kelly Dickson, Claire Stansfield

Support group for a systematic review of Indonesian Evidence

Funder: INOVASI
SSRU Lead: Mukdarut Bangpan
Staff: Mukdarut Bangpan, Preethy D’Souza, Sandy Oliver, Claire Stansfield

Systematic review of the effects of mental health and psychosocial support interventions in humanitarian emergencies

Funder: Oxfam
SSRU Lead: Mukdarut Bangpan
Staff: Kelly Dickson
Collaborator: LSHTM

Methods for generating and using evidence

Creation of a Cochrane Author Support Tool (CAST)

Funder: Cochrane Collaboration
SSRU Lead: James Thomas
Staff: Jeff Brunton, Sergio Graziosi

Identifying relevant studies for systematic reviews and health technology assessments using text mining

Funder: MRC
SSRU Leads: Alison O’Mara-Eves, James Thomas
Collaborator: University of Manchester

Methods research support unit

Funder: NICE
SSRU Lead: David Gough
Staff: Dylan Kneale, Alison O’Mara-Eves, Claire Stansfield, James Thomas, Carol Vigurs
Collaborators: Department of Social Policy, Personal Social Services Research Unit, London School of Economics, Blizard Institute, Barts and the London School of Medicine and Dentistry, Department of Health Sciences, University of Leicester, Department of Health Services Research and Policy, LSHTM, Kleijnen Systematic Reviews Ltd, MRC Biostatistics Unit, University of Cambridge, University of Bangor, University of Sussex, COMPASS, University of Auckland, New Zealand

MRC: Meta-analysis, complexity and heterogeneity (MACH): Methodological review and development of guidance

Funder: MRC
SSRU Leads: Alison O’Mara-Eves, James Thomas
Collaborators: LSHTM (Lead); Department of Science, Technology, Engineering and Public Policy (STEaPP), UCL

Pilot study of the utility of text mining and machine learning tools to accelerate systematic review and meta-analysis of findings of in vivo research

Funder: MRC
SSRU Lead: James Thomas
Staff: Alison O’Mara-Eves
Collaborators: University of Edinburgh, University of Manchester, Imperial College

Provide technical support to the Medical Research Council of South Africa to complete the scoping review on Community-based distribution of noncommunicable diseases’ medicines

Funder: WHO
SSRU Lead: Sandy Oliver
Staff: Kelly Dickson, Claire Stansfield

Training sessions in systematic reviews and developing the protocol for systematic reviews for food and feed safety risk assessment

Funder: European Food Standards Agency
SSRU Lead: David Gough
Staff: Mark Newman, Alison O’Mara-Eves
Collaborator: Harper Adams University
Research for professional development

In recent years some staff in SSRU have developed a distinct area of research, consultancy and teaching that focuses on healthcare workforce development. This work considers how evidence from education and social science is used to effect change and development in the healthcare environment. Much of this research is done by postgraduate researchers who choose to focus on issues directly related to their professional roles within the NHS.

The work generated within this stream overlaps with other SSRU streams such as those of the EPPI-Centre; and Perspectives, Participation and Research streams and extends to the education of healthcare practitioners in practical teaching skills and participatory methods for medical research.

Clinical Education

Staff from SSRU lead the London Best Evidence Medical Education (BEME) Collaborating Centre (London BICC) (http://beme.org.uk/). The BEME is an international group of individuals, universities and professional organisations committed to the development of evidence-informed education in the medical and health professions. There were three well attended London BICC Seminars during the year, based on systematic reviews carried out by its members. Melvyn Jones talked about his systematic review of intercalated degrees for medical students, Scott Reeves talked about his update of his systematic review of the impact of interprofessional education and Sophie Park talked about her systematic review of GP placements for undergraduate medical students. Mark Newman gave a keynote speech on education research and scholarship at Health Education England’s multi-professional education conference in London.

Members of the stream have also been involved in research and consultancy projects of various kinds. Mark Newman has been working on projects including a review of evidence about education and training for teachers in the healthcare professions, and about the design of e-learning. He is also engaged in primary research evaluating the theories of change that underpin simulation based education and training in the health sector.

During the course of 2016 the MA Clinical Education, led by Mark Newman, transferred to UCL Medical School. Mark has also become the external examiner for the Postgraduate Certificate in Primary Care Education at the University of Westminster.

Two of our students successfully completed their doctorates this year. Alexander Harding, supervised by Mark Newman, used Actor Network Theory to investigate the clinical workplace learning of medical students. Sophie Park, supervised by Caroline Pelletier and Mark Newman, used discourse analysis to investigate the way in which general practice based medical education was constructed in and through the research literature on the subject.

Children’s rights and participation in dentistry research

We are working with the UCL Eastman Dental Institute to educate postgraduate paediatric dentists about children’s rights and participation in research. The project is being led by Gillian Stokes with the aim of increasing practitioner awareness of children’s involvement and social science literature and of encouraging practitioners to adopt a children’s rights approach to dental practice in the field.
Teaching courses

Masters

- MSc in Systematic reviews for public policy and practice
  www.eppi.ioe.ac.uk/Msc
  Course leader: Rebecca Rees

- MSc in Social policy and social research
  www.eppi.ioe.ac.uk/spsr
  Course leader: Janice Tripney

- MA Sociology of childhood and children’s rights
  http://www.ucl.ac.uk/ioe/courses
  Course leader: Rachel Rosen

Short courses

Our course modules can be taken for credit or as stand-alone short courses. They are available online, as traditional face-to-face sessions or as blended learning with face-to-face and online work. We have tailored courses for other organisations in the UK and internationally on evaluation, systematic reviews, research use, and organisational change.

- Systematic reviews: Diversity, design and debate
  www.eppi.ioe.ac.uk/Msc/srpp
  Module leader: Rebecca Rees

- Research engagement, participation and impact
  www.eppi.ioe.ac.uk/Msc/repi
  Module leader: Rebecca Rees

- Systematic reviews: Meta-analysis, qualitative synthesis, and mixed methods synthesis
  www.eppi.ioe.ac.uk/Msc/mrs
  Module leader: Alison O’Mara-Eves

- Social policy: Theory, practice and research
  www.eppi.ioe.ac.uk/spsr
  Module leader: Janice Tripney
Postgraduate research

UCL has a vibrant MPhil and Doctoral community. There is a range of funding opportunities, including a quota of ESRC Doctoral Studentships and Bloomsbury scholarships for particular projects. Students with a strong academic background who wish to undertake research leading to a MPhil/PhD or an EdD are invited to apply at [https://www.ucl.ac.uk/ioe/courses/graduate-research/find-a-supervisor](https://www.ucl.ac.uk/ioe/courses/graduate-research/find-a-supervisor). We offer supervision for doctoral research within a range of areas. Read the list below for details of our current supervision.

**Sanjiv Ahluwalia (EdD)**
**Supervisors:** Mark Newman, Catherine O'Keefe
Understanding the impact of GP training on patient outcomes

**Iman Aziz (PhD)**
**Supervisors:** Hugh Starkey, Rachel Rosen
Using international mindedness to provide education for cosmopolitan citizenship: The experience of educators and students at a Lebanese IB World School

**Sharifa Al Battashi (MPhil)**
**Supervisors:** Ann Phoenix, Rachel Rosen
Pretend play in action: Preschool children’s translanguaging identities in pretend play

**Iris Berent (PhD)**
**Supervisor:** Katherine Twamley
Parents’ responses to ‘expert’ parental guidance

**Aine Burns**
**Supervisor:** Mark Newman
Learning in Multi-Disciplinary teams in healthcare

**XiaoRong Chen (EdD)**
**Supervisor:** Mark Newman
Cultures of teaching and learning in nursing faculty

**Sarah Dove (PhD)**
**Supervisors:** Rachel Rosen, Ian Warwick
Pupils’ experiences of alternative provision: A critical review of the impact of mental health needs and returning to school after accessing alternative provision

**Ray Field (EdD)**
**Supervisor:** Mark Newman
Exploring Medical Revalidation as an educational process

**Faye Gishen**
**Supervisor:** Mark Newman
The development of reflective practice in medical students

**Alexander Harding (EdD)**
**Supervisor:** Mark Newman
What are the benefits of developing a centre-based dispositional curriculum framework? The educators view

**Brenda Hayanga (MPhil/PhD)**
**Supervisors:** Dylan Kneale, Ann Phoenix (TCRU)
Exploring the effectiveness of interventions to reduce social isolation and loneliness and their generalisability to black and minority ethnic older people
Laurenz Langer (PhD)
Supervisors: Ruth Stewart, Niall Winters, London Knowledge Lab
An evidence-informed programme theory of ‘what works and why’ in mobile learning for development

Kate Martin (PhD)
Supervisors: Priscilla Alderson, Katy Sutcliffe
Young people sharing decisions in mental health units

Rosa Mendizabal-Espinosa (PhD)
Supervisor: Priscilla Alderson
A critical realist study of neonatal intensive care in Mexico

Sophie Park (EdD)
Supervisors: Caroline Pelletier (CCM), Mark Newman
The construction of general practice placement knowledge in published medical education research

Alison Penny (PhD)
Supervisors: Charlie Owen (TRCU), Berry Mayall
How effective are services for bereaved children?

Anande Semwenda (PhD)
Supervisors: Denise Hawkes (QSS), Dylan Kneale
The impact of financial liberalisation on economic growth in sub-Saharan Africa

Huon Snelgrove (MPhil/PhD)
Supervisors: Mark Newman, Catherine O’Keefe
EU-trained doctors and induction in the NHS exploration of trajectories of participation

Corinne Trim (EdD)
Supervisor: Mark Newman
Becoming a medical education manager - A case study of the development of a third space professional

Anne Trotter (EdD)
Supervisor: Mark Newman
Quality assurance in nursing education

Seilin Uhm (PhD)
Supervisor: Sandy Oliver
Identifying and prioritising research uncertainties and outcomes on preterm birth with clinicians and service users

Basia Vucic (PhD)
Supervisors: Claire Cameron (TCRU), Rachel Rosen
Rethinking Janusz Korczak’s contributions to early childhood education

Yuxiu (Rachel) Wei (MPhil)
Supervisors: Gill Wyness (QSS), Katherine Twamley
Understanding the Asian market: An investigation into the effectiveness and potential means of the UK higher education institutional reform under the marketisation trend and the International Education Strategy

Sarah Whiteway (DEdPsy)
Supervisor: Katherine Twamley
An exploration of the educational experiences and aspirations of teenage fathers
Books


Book reviews


Chapters


Articles


Reports


Protocols


**Conference presentations**

73. Alderson P. ‘Intergenerational justice, climate change and health’. BSA Environment and health meeting, LSHTM (February)

74. Alderson P. ‘Childhoods real and imagined: An introduction to childhood studies and critical realism’. Berlin

75. Alderson P. ‘Are children’s international rights real?’ Rights and critical realism, CSCY 6th International Conference: The social, the biological and the material child, University of Sheffield (July)

76. Alderson P. ‘Intergenerational justice’. Keynote at conference: Children and young people in a changing world: Action, agency and participation, Liverpool Hope University (June)

77. Brunton G. ‘Systematic reviews, methods and motherhood’. UH Midwifery Seminars, University of Hertfordshire, Hatfield (November)


79. Brunton G. ‘Qualitative research and systematic reviews: a sampler’. Invited workshop at North Thames CLAHRC Workshops, Ilford, Essex (February)

81. Brunton G, Webbe J, Gale C. ‘Qualitative evidence synthesis in core outcome set development: a case of added value.’ Poster presentation at COMET VI Meeting: Core outcome measures in effectiveness trials, Amsterdam, Netherlands (November)
83. Eddy Spicer D, Ehren M, Bangpan M, Khatwa M, Perrone F. ‘Using theory to inform evidence synthesis: a case study of school accountability systematic review in developing countries’. 24th Cochrane Colloquium, Seoul, South Korea (October)
88. Gough D. ‘Enabling the use of research: Relevant methods of primary research and research synthesis and the science of research use.’ Japan Evaluation Society Spring Meeting, Yokohama, Japan (May)
89. Gough D. ‘A model for demand driven research use’. EBE Evidence Based Education meeting, Gifu City, Japan (May)
90. Gough D, Kenny C. ‘Social values in health technology assessment’. HTAi Conference, Tokyo (May)
91. Gough D. ‘Systematic reviews to answer difficult clinical research questions: how to synthesise quantitative and qualitative data with mixed methods’. Galileo, Bambino Gesù Children’s Hospital, Rome (November)
94. Graziosi S, Brunton J. ‘Introduction to EPPI-Reviewer 4’. 24th Cochrane Colloquium, Seoul, South Korea (October)
98. Kneale D. ‘What is a policy evaluation?’ NCRM Research Methods Festival, Bath (July)
100. Kneale D, Thomas J, O’Mara-Eves A, Wiggins RD. ‘Undertaking a mixed methods Cochrane review of school-based asthma interventions: logic,
learning and (preliminary) results’. 24th Cochrane Colloquium, Seoul, South Korea (October)


106. O’Mara-Eves A, Brunton G. ‘Community engagement in public health interventions for disadvantaged groups: What’s the evidence?’ Invited webinar at Health Evidence Webinar series. Hamilton, Canada (September)

107. O’Mara-Eves AJ. ‘Exploring complex interventions through meta-analysis and qualitative comparative analysis’. Invited talk at the Oxford University Department of Education Quantitative Methods Seminar Series, Oxford (January)


(September) Slides published at http://www.slideshare.net/HealthEvidence

110. Oliver S. ‘Securing multi-stakeholder agreement on objectives for systematic reviews’. Lancaster Environment Centre’s problem formulation workshop, London (December)

111. Oliver S, Bangpan M, Dickson K. ‘Structures and practices for navigating the policy-research interface with systematic reviews that inform health systems decision-making’. Health Systems Global, Vancouver (November)

112. Oliver S, Bangpan M, Dickson K. ‘Co-creating systematic reviews by policy maker engagement’. Health Systems Global, Vancouver (November)

113. Oliver S. ‘Synthesising studies offering different ways of knowing’. Multiple Methods in Education Research Symposium, Oxford Brookes University (November)

114. Oliver S. ‘An adaptable framework for analysing diversity, context and inequalities in systematic reviews’. 24th Cochrane Colloquium, Seoul, South Korea (October)

115. Oliver S, Bangpan M, Dickson K. ‘Policy involvement in systematic reviews: motivation, support and procedures’. 24th Cochrane Colloquium, Seoul, South Korea (October)

116. Oliver S. ‘Are systematic reviews fit for purpose?’ What Works Global Summit, London (September)


118. Oliver S. ‘Waste in health research - the current picture & how to add value’. International Society on Priorities in Health Care, Birmingham (September)

119. Oliver S. ‘Collaborative approaches to collating our collective knowledge’. 1st International Conference of the Collaboration for Environmental Evidence, Stockholm (August)
120. Oliver S. ‘Rapid Systematic Reviews’. Oslo Centre for Interdisciplinary Environmental and Social Research, Oslo (January)

121. Oliver S. ‘Learning more from the literature about treating infectious diseases’. https://www.youtube.com/watch?v=HqgtIrsQvXw


129. Rosen R. ‘Theorising relations between ‘women’ and ‘children’: Stratified social reproduction and austerity’. Feminism, Gender, and Sexuality Seminar Series, UCL (March)


131. Sawtell M. ‘Research - doing it and using it’. South Essex Partnership Trust, Harlow, UK (October)


133. Schucan Bird K, Arif M. ‘Reviewing representation: Where are the female, Black, Asian and Minority Ethnic (BAME), and non-western authors in systematic review methodology? UCL Institute of Education, London (July)

134. Shemilt I. ‘#PortionSize - From Publication to Policy: A Cochrane short story’. In: Workshop: Disseminating Cochrane Evidence, 24th Cochrane Colloquium, Seoul, South Korea (October)

135. Shemilt I. on behalf of the Campbell and Cochrane Economics Methods Group. ‘How to include economics in Cochrane review protocols 1: Background, objectives, outcome measures and types of studies’. Methods Training Workshop, 24th Cochrane Colloquium, Seoul, South Korea (October)

136. Shemilt I. on behalf of the Campbell and Cochrane Economics Methods Group. ‘How to include economics in Cochrane review protocols 2: Searches, risk of bias and methodological quality, data collection and analysis’. Methods Training Workshop, 24th Cochrane Colloquium, Seoul, South Korea (October)

138. Stewart R. ‘Co-production and institutional mechanisms to increase the use of evidence synthesis in decision-making’. What Works Global Summit, London (September)

139. Stewart R. ‘Setting the agenda for environmental evidence synthesis on climate change, environmental management and impacts on human wellbeing’. What Works Global Summit, London (September)

140. Stewart R. ‘Relationships and EIDM: dual pillars for increasing the use of evidence.’ Evidence 2016, Pretoria, South Africa (September)


142. Stewart R, Rebelo Da Silva N, van Rooyen C. ‘Reflecting on the range of ways in which we have adapted full systematic review methods to meet the demands of different stakeholders’. Panel session on Rapid review methods and their role in environmental management. Stockholm, Sweden (August)

143. Stewart R. ‘Challenges and opportunities in strengthening and promoting a science and evidence based knowledge economy with a focus on skills and job creation’. Biodiversity, Research and Evidence, Department of Environmental Affairs South Africa (August)


146. Stokes G. ‘Professionals’ views of children’s participation in medicines research and development: a UK-based qualitative study’. IOE, Doctoral School Summer Conference (July)

147. Stokes G. ‘Professionals’ views of children’s participation in medicines research and development: a UK-based qualitative study’. TCRU, IOE (October)

148. Stansfield C. ‘Locating research literature in social services research: case studies and challenges’. Presented at EAHIL Conference, Seville, Spain (June)

149. Sutcliffe K, Thomas J. ‘Advantages and pitfalls of combining meta-analysis with qualitative synthesis: experiences from a review exploring the barriers and facilitators of interventions to encourage healthy eating’. Invited panel presentation: Mixed Methods International Research Association (MMIRA) conference, Durham (August)

150. Sutcliffe K. ‘Identifying the critical components of complex interventions: employing qualitative synthesis to inform and structure a qualitative comparative analysis of trials’. Mixed Methods International Research Association (MMIRA) conference, Durham (August)

151. Thomas J. ‘Automation in systematic reviews’. Invited plenary at HSRU conference: Hot topics in health services research including a celebration of the life and work of Prof Adrian Grant (June)

152. Thomas J. ‘Mixed methods systematic reviews’. University of Leeds (May)

153. Thomas J. ‘Getting to know EPPI-Reviewer’. Cochrane Webinar (July)

154. Thomas J, Garside R. ‘Synthesising qualitative research findings: what are they, where are they and what should I do with them?’ ESRC Methods Festival, Bath (July)

155. Thomas J. ‘Project Transform: Bringing people and technology together for evidence production’. Evidence Live, Oxford (June)


158. Thomas J. ‘Methodological evolution (revolution?): automation in systematic reviews’. Farr Institute, UCL (June)

159. Thomas J. ‘EPPI-Reviewer: an overview’. YHEC, York (October)

160. Thomas J. ‘How the “Pipeline” project can speed up the identification of studies’. Invited plenary, 24th Cochrane Colloquium, Seoul, South Korea (October)

161. Thomas J, O’Mara-Eves AJ, Stansfield C. ‘Workshop: How close are we to reliably (semi-)automating study selection in systematic reviews?’ Cochrane UK & Ireland Symposium 2016, Birmingham (March)

162. Twamley K. ‘Affective risk in parents’ decisions around sharing leave in the first year after the birth of a child’. European Sociological Association Families and Relationships Stream Interim Meeting, University of Bristol (July)

163. Twamley K. ‘Fathers on leave alone in the UK – Meet the author panel’. International Sociological Association Conference, University of Vienna, Austria (July)

164. Twamley K. ‘Love and (in)equality amongst Gujarati Indians in the UK and India’. Invited talk at FLAME University, Pune India (November)

165. Vigurs C. ‘A systematic review of motivational approaches as a pre-treatment intervention for domestic violence perpetrator programmes’. Inequalities in a Diverse World, British Society of Criminology, Birmingham (July)

166. Vigurs C. ‘Developing evidence based guidelines – more of an art or a science?’ What Works Global Summit, London (September)


168. Webbe J, Brunton G, Ali Shohaib, Modi N, Gale C. ‘Core outcomes in neonatology: a core outcome set based on routinely collected data (poster presentation)’. COMET VI Meeting: Core outcome measures in effectiveness trials, Amsterdam, Netherlands (November)


170. Wyatt J, Thomas J, Williams E, Frampton J. ‘Automated support for systematic reviews: dream or reality?’ UK and Ireland Cochrane Symposium (March)
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