

About the authors

Alis Oancea

Alis is Research Fellow at Oxford University's Department of Education. She is an Executive Council member of the British Educational Research Association and member of the Peer Review College of the Economic and Social Research Council, as well as of the boards of reviewers of international bodies with an education portfolio. She has published in the fields of research policy and governance - including research evaluation-, post-compulsory education and training policy, and philosophy of research. She has particular interest in issues of research assessment, research quality and impact, and peer review, in the national and international contexts. Alis has recently completed work on the impact of the 2008 Research Assessment Exercise on education departments in the four countries of the UK and has just started a funded project on interpretations of research impact and impact-related practices across the full range of disciplines. Recent publications include *Assessing Quality in Applied and Practice-Based Research in Education* (Routledge, 2007), and *Education for All: The future of education and training for 14-19 year olds* (Routledge, 2009). Alis contributed to the first SFRE report (2008) and became the SFRE researcher in mid-2009.

Andrew Pollard

Andrew is an ESRC Fellow of the Teaching and Learning Research Programme (TLRP) and is based at the Institute of Education, University of London. He formerly held chairs at the universities of Cambridge, Bristol and West of England. From 2002-09 he was Director of the TLRP, the UK's largest research investment in education. He led TLRP's impact work, focusing project findings on contemporary issues in lifelong and workplace learning, higher and further education and in schooling. As a former school teacher, his own research interests include teaching-learning processes and learner perspectives, as well as the development of evidence-informed classroom practice. He is responsible for a popular textbook and support materials on reflective teaching within primary and secondary schooling. He has a long-standing interest in the design, management and evaluation of research projects in education and has worked extensively with schools, agencies and funding bodies. He was an OECD CERL examiner of Switzerland's educational research system, promoted SFRE from its inception and has chaired it since 2008.