



EPPI-Centre

Core Keywording Strategy

Version 0.9.4



Evidence for Policy and Practice
Information and Co-ordinating Centre

The EPPI-Centre is part of the Social Science Research Unit, Institute of Education, University of London



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CORE KEYWORDING STRATEGY

Data collection for a register of educational research collected by EPPI-Centre Review Groups

©EPPI-Centre Keywording Strategy 2001. Version 0.9.4

This strategy has been adapted by the **EPPI-Centre team 2000/2001**^{1,2} from a parallel strategy developed for health promotion research by **Greet Peersman and Sandy Oliver**³.

The **EPPI-Centre** is currently funded by the Department for Education and Skills to be a centre for evidence informed policy and practice in education.⁴



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¹ Use of this strategy should be cited as EPPI-Centre (2001) Core Keywording Strategy: Data Collection for a Register of Educational Research Version 0.9.4. London: EPPI-Centre, Social Science Research Unit.

² The EPPI-Centre would like to acknowledge all of those who have shared their views with us so far, either on earlier versions of this strategy or on keywording education research in general, including: the EPPI-Centre Review Groups in Assessment and Learning Research, English Teaching, Gender and Education, Inclusive Education, Post-compulsory Education, and School Leadership; colleagues at the NFER, DfES and BERA; and members of the EPPI-Centre Steering Group.

³ Peersman G, Oliver S (1997) EPI-Centre Keywording Strategy. Data Collection for the BiblioMap Database. London EPI-Centre, Social Science Research Unit. This work built on that of earlier grant holders (A. Oakley, D. Fullerton and J. Holland).

⁴ The EPPI-Centre is also funded by the Department of Health, England for a programme of work on evidence informed policy and practice within health promotion. The centre has built on previous work funded or commissioned by the Department of the Environment, Transport and the Regions, the Economic and Social Research Council, the Health Development Agency, the Medical Research Council, the NHS Centre for Reviews and Dissemination, the North East Thames Regional Health Authority, and the North Thames Regional Health Authority. Work developing and evaluating lay involvement in research has been funded by the NHS Health Technology Assessment Programme, the Nuffield Trust and the NHS Standing Advisory Group on Consumer Involvement in Research and Development.

Purpose of the core keywording strategy

This keywording strategy is for use by EPPI-Centre registered Review Groups when conducting systematic reviews of educational research⁵.

The overall aim of this work is to describe systematically the main characteristics of printed materials by means of a set of standardised keywords to be stored with their bibliographic details on a bibliographic reference managing system. Keywording is a way of 'marking' research according to key characteristics rather than an in-depth coding system.

Keywording the research identified for systematic reviews according to this core strategy can help to achieve three main objectives:

- (1) **The creation of a central register of educational research** systematically coded for focused, efficient and accurate searching and retrieval of references. Such a register means that the results of the searching and retrieval efforts conducted as part of individual systematic reviews can be made available to other review groups and the wider field.
- (2) **To help manage the papers retrieved for specific systematic reviews.** As large numbers of papers are collected during a systematic review, using this strategy can help to 'mark' the papers according to such things as: what kind of material they describe; how they were found and key characteristics of the research which the papers describe (e.g. study type; educational setting). These can help to give a broad overview of the papers identified which can be useful for planning the various stages of a systematic review.
- (3) **To help produce a 'descriptive map' within specific systematic reviews.** Using this strategy enables research which has been identified to be within the scope of a particular review question, to be described according to such things as: the range of study types employed; the number of studies carried out in particular settings; or the number of studies carried out in a particular curriculum area.

Development of this strategy

There are many different ways in which educational research can be classified. Because the work of the EPPI-Centre is concerned with using research to inform policy and practice, the keywords used have an emphasis on research type; problems/outcomes; people; settings; and strategies for change. Therefore this keywording strategy does not attempt to code every possible aspect of research which might be of interest.

⁵ Other individuals or groups interested in using this strategy are welcome to do so but are advised to contact the EPPI-Centre to discuss this. Any use of this strategy **MUST** be cited as EPPI-Centre (2001) Core Keywording Strategy: Data Collection for a Register of Educational Research Version 0.9.4. London: EPPI-Centre, Social Science Research Unit. Reviews undertaken using this or other EPPI-Centre tools should **NOT** be referred to as EPPI-Centre reviews unless there is written confirmation from the EPPI-Centre that the review has met EPPI-Centre procedural and quality criteria.

This strategy is at an early stage in its development⁶. While this document should contain all the information necessary for EPPI-Centre registered Review Groups to apply keywords to identified research, the set of keywords it outlines are currently in draft form. We hope to develop this strategy further in partnership with Review Groups as they use it for conducting their first systematic reviews. Thus it is expected that both the EPPI-Centre and Review Groups will engage in a critical reflection of the process of using this strategy. Together with the views of other individuals/organisations, we hope to maximise the development of the most *useful, relevant and appropriate* tools for making better use of research to inform policy and practice in education.

In practice, this means that this core keywording strategy will probably not yet capture all of the characteristics which it might be important to code. Thus an important task in the evaluation of this strategy will be to identify which characteristics do need to be coded for in the core keywording strategy and in what detail. For this task, it may be helpful to bear the following points in mind:

1. Is the characteristic relevant to a broad range of educational research or is it one which only applies to the scope of a particular review group?
2. Is the characteristic one which may be better coded for at the data extraction or quality assessment stage of the systematic review process? For example, it may be important to find out the number of participants in a particular study for any piece of educational research, but such detail may not be needed at the keywording stage.
3. Is the characteristic one which is relevant only to one particular review?

How using the keywording strategy fits into the systematic review process

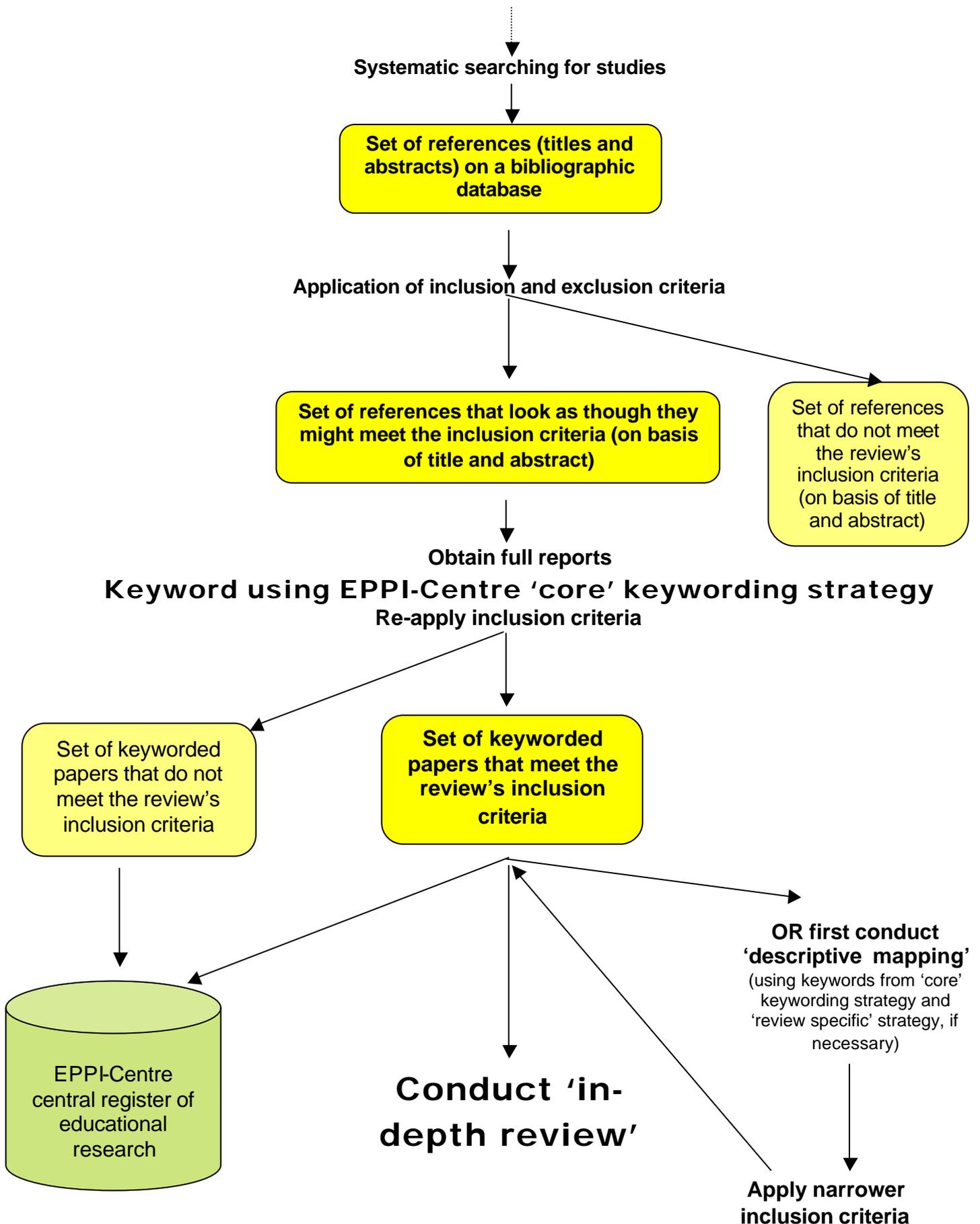
Figure 1 overleaf presents a flow diagram to illustrate the parts of the systematic review process in which keywording fits in. Keywording is done after systematic searches have been carried out. The systematic searches should identify a large number of studies, many of which can be immediately discarded as obviously not meeting the inclusion criteria of the review (as specified in the review protocol⁷).

The citations which seem to meet the inclusion criteria of the review on the basis of information provided in their title and/or abstract (and citations in which there is not enough information provided to make a judgement) are then collected/retrieved. These then need detailed examination to see if they do, or do not, meet the criteria. It is good practice to keyword all such papers whether or not they meet the inclusion criteria for the review as this can help to: (a) focus on the key characteristics of the paper in order to make a judgement about whether or not it meets the inclusion criteria for the review and, (b) maximise the number of studies which can be entered onto the central register of research which is a shared resource for all Review Groups.

⁶ For more details on the approach the EPPI-Centre is using for developing coding for systematic reviews of educational research see the paper entitled 'Deriving principles and methods of coding for conducting systematic reviews', available on request from the EPPI-Centre.

⁷ A document which outlines in as much detail as possible the rationale and proposed methods for conducting the review. Review protocols for EPPI-Centre Review Groups are made publicly available.

Figure 1: Locating keywording within the systematic review process



Once a set of keyworded papers which meet the review's inclusion criteria has been obtained there are two choices for the next step:

1. to go straight to 'in-depth review' or
2. to undertake a two-stage process in which a 'descriptive map' is conducted followed by an 'in-depth review' (after the application of narrower inclusion criteria).

The 'in-depth review' stage is when the quality of the studies is assessed and detailed data are extracted in order to synthesise the findings of the research. In contrast, in a 'descriptive mapping' stage the aim is to produce a description of what kinds of research activity have been undertaken, rather than to assess the quality or synthesise the findings of that research. It may not always be necessary to follow a two stage process. Based on our experience of conducting systematic reviews of social interventions, situations in which a descriptive map can be helpful include:

1. when there is a possibility of finding a large number of studies which are relevant to a particular review question (this is usually the case when review questions are very broad) or
2. when there have been no previous attempts to look systematically at a particular section of the research literature – it provides a way of pinning down just what is out there and what is not⁸.

When conducting a descriptive map it will probably be useful to make use of keywords which have been applied from the EPPI-Centre Core Keywording Strategy. An analysis of the studies according to these keywords can show such things as: the range of study types employed; the number of studies carried out in particular settings; or the number of studies carried out in a particular curriculum area. However, the core keywording strategy may not code in enough detail for characteristics which are especially pertinent to a particular systematic review question. In these cases a 'review-specific' keywording strategy will need to be developed.

⁸ A rationale for, and further description of, this two-stage process are given in the EPPI-Centre Review Group Manual. Parts of this manual are available on the EPPI-Centre website (<http://eppi.ioe.ac.uk>). A description of a systematic review which uses such a two-stage process is also available on this website.

General instructions for using the strategy

Systematically describing educational research necessitates a standardised keywording strategy which enables focused, efficient and accurate searching and retrieval of references. It would be helpful if you could please follow the keywording guidelines laid out in this document **as strictly as possible**.

Please ONLY use an option from the **KEYWORDS PROVIDED** in these guidelines. **If none** of the options provided **fit** the report, **please do NOT USE an ALTERNATIVE KEYWORD** but make a note of the problem in order to initiate discussion on the issue.

Please note that keywording is done on **papers** not studies⁹.

Please turn over to begin using the strategy which helps you to mark of the appropriate keywords on the **EPPI-Centre Core Keywording Sheet**.

⁹ When working on a systematic reviews there is a crucial distinction between papers (bibliographic citations) and studies which needs to be borne in mind. **Papers/citations may describe more than one study, or several papers/citations may describe the same study.** In the context of keywording, for the purpose of creating a central register of educational research or managing papers within the systematic review process, keywords are applied to each individual **paper** which is identified and retrieved. However, it may also be helpful to have a system for clearly highlighting which papers describe more than one study and which refer to the same study. For the purpose of producing a 'descriptive map', it **may** be **more useful** to apply keywords to each individual **study** which a particular paper (or set of papers) describes OR (at the very least) to clearly highlight which papers describe more than one study and which refer to the same study.

1. What kind of printed material is it?

Please use **AS MANY KEYWORDS THAT APPLY** from the following list.

Primary report

Please use this keyword for material that reports on research. This category includes reviews (systematic or non-systematic) as well as primary research. This category may also include book chapters which report on a piece of research which has not been published anywhere else.

Secondary report

Please use this keyword if the material reports on a piece of research that has already been reported elsewhere. For example, a book chapter which describes or discusses a piece of research which has already been published elsewhere.

NB: If the printed material ONLY describes a resource, or policy document you need to answer questions 8, 9 and 10. Questions 1 to 7 and 11-12 can therefore be skipped.

Resource

Please use this keyword if the material is a poster, leaflet, publicity flyer, bibliography, glossary, manual or book review.

Policy document

Please use this keyword if the material is the policy or policies of a particular school, organisation or government department (e.g. the Department for Education and Skills). This keyword should **NOT** be applied to material that analyses, discusses or makes recommendations for policy.

2. Identification of the report: How was the report located?

NB: This question is only for printed materials classified as REPORTS.

As the same report may be found through searching multiple sources, please use **AS MANY KEYWORDS AS APPLY** from the following list.

Citation

Please use this keyword if the report was identified from the **bibliographic list** of another report.

Contact

Please use this keyword if the report was found through a personal/professional contact.

Handsearch

Please use this keyword if the report was found through handsearching a journal.

Unknown

Please use this keyword if it is unknown how the report was found.

Electronic database

Please use this keyword if the report was found through searching on an electronic bibliographic database.

In addition, if the report was found on an electronic database please use **ONE OR MORE** of the following keywords to indicate which database it was found on.

aidsline

For AIDSLINE

appsocscience

For Applied Social and Abstracts

artscitation

For the Arts and Humanities Citation Index

aei

For the Australian Education Index

bei

For the British Education Index

bibliomap

For the EPPI-Centre's specialist register of research

cabhealth

For CABhealth

cei

For the Canadian Education Index

ceruk

For CERUK

cinahl

For the CINAHL

cochranelib

For the Cochrane Library

dissabs

For Dissertation Abstracts

dislearn

For the Distance Learning Database

eduabs

For Education Abstracts

educationline

For Education-line

embase

For EMBASE

eric

For ERIC

healthplan

For Health Planning

healthpromis

For HealthPromis

intbibsocsci

For the International Bibliography of the Social Sciences

langbehrabs

For Linguistic and Language Behaviour Abstracts

medline

For MEDLINE

psycinfo

For PsycINFO

regard

For REGARD

sigle

For SIGLE

socscicitation

For the Social Science Citation Index

socservabs

For the Social Services Abstracts

socioabs

For Sociological Abstracts

spectr

For the Social, Psychological, Educational & Criminological Trials Register

3. What is the status of the report?

NB: This question is only for printed materials classified as REPORTS.

Use **ONE** keyword only

Published

Please use this keyword if the report has an ISBN or ISSN number.

In press

Please use this keyword if the report has been accepted for publication but has not yet been published.

Unpublished

Please use this keyword for reports which do not have an ISBN or ISSN number (e.g. 'internal' reports; conference papers).

4. Which language is the report in?

NB: This question is only for printed materials classified as REPORTS.

Please use **AS MANY KEYWORDS THAT APPLY.**

If the name of the language is specified/known then please use the name as a keyword

For example:

Dutch

English

French

If non-English and you cannot name the language:

non English

5. Programme name

If known, please write in the programme name, AS REPORTED BY THE AUTHOR.

Often, reports will feature a 'brand' name of the study or intervention evaluated by the study. An example of this is 'Headlamp', the name of a leadership training programme.

6. Which type(s) of study does this report describe?

NB: This question is only for printed materials classified as REPORTS.

In this section, you have to make a **JUDGEMENT** for yourself. Please **do NOT rely on what the authors indicate**, but make a judgement by using the following definitions.

Several classifications of study types are possible but for our purposes, we divide studies into eight main types:

- **A: Outcome evaluation**
- **B: Process evaluation**
- **C: Economic evaluation**
- **D: Intervention description**
- **E: Methods**
- **F: Needs Assessment**
- **G: Review**
- **H: Descriptive study**

Although reports will often describe just one of these eight study types, **some will describe more than one**, and in these cases, **please use ALL THAT APPLY**.

Before defining these study types for keywording purposes, **other important information** that you need to know is that:

- some of the study types are further divided into sub-categories from which you are asked to allocate further keywords;
- seven of these categories (**outcome evaluation; process evaluation; economic evaluation; intervention description; methodology study; needs assessment; descriptive study**) classify **primary research**, whilst one (review) classifies a study which describes or **combines** the results of **primary research**;
- the study type 'H: Descriptive study' **should NOT** be used if the study which the report describes **fits into types A-G**;
- the categories have been designed on pragmatic grounds to create a workable taxonomy. We are aware that the categories include both design and data analysis methods.

A: Outcome evaluation

Please use this keyword for studies which aim to measure the impact, or effect, of some factor (e.g. social class) or independent variable (e.g. reading programme) on a dependent variable or outcome (e.g. reading ability).

Please also apply **ONE** of the following keywords to identify the design of the outcome evaluation.

NB: The keywords '**RCT**' and '**Trial**' in this list **can only** be applied to studies in which there is an attempt **as part of the research**, to change people's experience or situations, for example, by using a new curriculum, or method of classroom organisation. In these studies, researchers attempt to affect the experience of the study participants and as a consequence have control over which groups of people are 'introduced' or 'exposed' to the experience.

For the keywords '**Cohort study**' and '**Case-control study**' the researcher(s) make no active attempt to affect the experience of the study participants and do NOT control which groups of people are 'introduced' or 'exposed' to the experience. The researcher(s) observe phenomena which would have occurred without their presence - whether or not the phenomena are risk factors or interventions introduced by other parties.

For the keywords '**Pre and post test**', '**Post test**' or '**Reversal design**', the researchers may, or may not, have attempted to change people's experience as part of the research.

(i) RCT

Please use this keyword if the outcome evaluation employed the design of a randomised controlled trial. To be classified as an RCT, the evaluation must:

- (a) compare **two or more** groups which receive different interventions or different intensities/levels of an intervention with each other; and/or with a group which does not receive any intervention at all **AND**
- (b) allocate participants (or classes, or schools, or LEAs etc) to the different groups in a **fully random manner** (e.g. a random numbers table is used). If the allocation is NOT fully randomised (e.g. allocation by alternate numbers or by date of birth) then please **do not** keyword as 'RCT'. However, if the report states that random allocation was used and no further information is given then please keyword as RCT.

(ii) Trial

Please use this keyword if the evaluation compares **two or more groups** which receive different interventions, or different intensities/levels of an intervention to each other and/or with a group which does not receive any intervention at all, **BUT DOES NOT** allocate participants (or classes, or schools, or LEAs etc) in a fully random manner. An example of how participants can be allocated in a non-random manner is to include which group will receive the intervention first and then to find another group which matches the first group on several 'key' characteristics (e.g. age, sex, social class; reading ability etc). This keyword should also be used for studies which describe groups being allocated using a quasi-random method (e.g. allocation by alternate numbers or by date of birth).

(iii) Pre and post test

Please use this keyword if the study evaluates an intervention AND

- (i) uses **one group** only AND
- (ii) **measures outcome variables** on one or more occasions **before** the intervention is implemented AND
- (iii) **measures outcome variables** on one or more occasions **after** the intervention is implemented.

(iv) Post test

Please use this keyword if the study evaluating an intervention uses **one group** only and **measures outcomes** at one or more time points **after the intervention only**.

(v) Reversal design

Please use this keyword if the study evaluates an intervention using a reversal design. The key component of this design is the reversal phase after the intervention (when the subject is observed again without intervention), in which, for the subject to act successfully as its own control, the outcome measures must not differ from baseline. It is also described as 'ABA' in which 'A' denotes no intervention and 'B' denotes the period when the intervention takes place. More complex variations on this design are also found, e.g. 'ABACA', in which different interventions are described as 'B' and 'C'.

(vi) Cohort study

Please use this keyword for a study in which researchers study a sample over time, collect data on the different aspects of the experiences of the members of the sample, measure their later outcomes (e.g. achievement), and then relate the experiences to the outcomes achieved. The purpose is to assess the effect of the different experiences on outcomes. A cohort study is **prospective**, i.e. it looks forward in time. It differs from RCTs and non-randomised trials (please see above) because the researcher makes no active attempt to affect the experience of the study participants and does not control which participants have which experience or intervention. A cohort study can be described as a natural experiment because the researcher observes phenomena that would have occurred without the research. An example of a cohort study would be to recruit one large sample of pupils, to follow the pupil's progress and educational and other experiences (e.g. teaching methods, class sizes, home environment) and to relate these experiences to their language ability outcomes.

Please **DO NOT** use this keyword for cohort type studies that are purely descriptive and make no attempt to relate experiences to later outcomes. In these cases use '**Descriptive Study**'.

(vii) Case-control study

Please use this keyword for a study type where researchers compare two matched groups of individuals on the basis of their current situation (i.e. outcome). Once these groups have been identified, the purpose is to assess the effect of the different experiences they had in the past on their current situation. A case control study is **retrospective**, i.e. it looks back in time. This study type differs from RCTs and non-randomised trials (as does a Cohort study - please see above) because the researcher has had no control over which study participants had which experiences. A case control study can be described as a retrospective natural experiment because the researcher observes the phenomenon/phenomena which occurred in the past and examines the statistical association of these with current outcomes, independently of the research. An example of a case-control study would be to recruit a sample of 16 year old

pupils with high current educational performance, then to recruit a second group of 16 year old pupils with average educational performance but matched to be the same as the high level performers on a number of other variables (e.g. social class, intelligence), and to then look back to see what factors are associated with the difference in outcome between the groups (e.g. class size; attendance at single sex or mixed sex schools; non school activities etc).

Please **DO NOT** use this keyword for studies which take **one** group or several **non matched** groups with a particular outcome (e.g. successful schools) and look back in time to examine factors associated with this outcome. In these cases use '**other design**'.

(viii) other design

Please use this keyword **ONLY** if the study is an outcome evaluation which does not fit designs i-vii above. Many of the studies in this category may be examining statistical associations between naturally occurring factors in order to develop or test hypotheses about the cause of these outcomes, but that are not cohort (prospective natural experiments) or case control (retrospective natural experiments matched on outcome). For example, taking a group of pupils, assessing some aspect of their current performance or functioning and then examining how this relates to various retrospective factors of school experience etc.

B: Process evaluation

Please use this keyword for studies which monitor the implementation or delivery of interventions. A **process evaluation** examines the acceptability and feasibility of an intervention; studies the ways in which the intervention is delivered; assesses the quality of the procedures performed by the programme staff etc. This may include, for example, a study examining participants' reactions to/views on a particular intervention. It is designed to describe **what goes on rather** than to establish **whether it works or not**, and may suggest ways in which the programme design and implementation could be improved. For studies which include both an outcome evaluation and a process evaluation, please tick both categories.

C: Economic evaluation

Please use this keyword for studies which assess the financial and other resource implications of an intervention or service.

D: Intervention description

Please use this keyword if a study simply describes a particular intervention programme, **BUT NEITHER EVALUATES ITS OUTCOMES NOR PROCESSES**.

E: Methods

Please use this keyword for studies which focus on the development or discussion of methods; for example discussions of a statistical technique, a recruitment or sampling procedure, a particular way of collecting or analysing data, etc. It may also refer to a description of the processes or stages involved in developing an 'instrument' (e.g. an assessment procedure).

Please also apply **ONE** of the following keywords to identify the type of methods study.

(i) Instrument design

Please use this keyword when the study describes the process or stages involved in developing an 'instrument', e.g. an examination, a questionnaire, an interview schedule, etc.

(ii) Other

Please use this keyword for any other type of methods study.

F: Needs assessment

Please use this keyword if the study aims to establish the need for a particular intervention or service. Need can be defined in terms of:

- (i) felt need – what individuals say they want;
- (ii) expressed need – what can be inferred about the needs of a community or group by observing their use of services;
- (iii) normative need – defined by 'experts';
- (iv) comparative need – by examining services provided in one area and using this as the basis to determine the sorts of services needed in another area with a similar population.

An example of this type of study would be a survey of teachers' views on their continuing professional development needs.

G: Review

Please use this keyword if the study aims to bring together information, findings, opinions or conclusions from a range of previous reports. Reviews may be systematic or non-systematic, and may, or may not, include a quantitative synthesis (meta-analysis).

Please also apply the following keywords to identify what type of review the report describes. **Allocate as many as apply** (e.g. a systematic review can also be a meta-analysis).

(i) Systematic review

Please use this keyword if the review is explicit in its reporting of a systematic strategy used for (i) searching for studies (i.e. it reports which databases have been searched and the keywords used to search the database, the list of journals hand searched, and describes attempts to find unpublished or 'grey' literature); (ii) the criteria for including and excluding studies in the review and, (iii) methods used for assessing the quality and collating the findings of included studies.

(ii) Non-systematic review

Please use this keyword for cases where the review discusses a particular issue bringing together the opinions/findings/conclusions from a range of previous studies but where the review does not use systematic methods (i.e. does not meet the criteria for a systematic review as defined above).

(iii) Meta analysis

Please use this keyword if the review combines **statistically** the results from a number of previous studies examining the same question, in an attempt to summarise the totality of evidence relating to a particular issue.

H: Descriptive study

Please use this keyword for studies in which the aim is to produce a description of a particular phenomenon and/or to document its characteristics. In these types of studies there is no attempt to evaluate a particular intervention programme (according to either the processes involved in its implementation or its effects on outcomes), or to examine the effects of one or more variables on particular outcomes, although they may aim to look for relationships or patterns in the data to 'illuminate' the phenomenon of interest.

These types of studies are usually, but not always, conducted at one point in time (i.e. cross-sectional). They can include studies such as: a survey of schools using self-completion questionnaires to find out how many have explicit policies on continuing professional development for teachers; a study documenting student attitudes to national examinations using focus groups; a study examining the social construction of gender discrimination in the primary school playground using observation and interviews; or an analysis of policy documents or textbooks.

NB: If a report has already been allocated a study type keyword A to G, please DO NOT also allocate this keyword unless the report describes more than one study (e.g. a report describing two studies where one is an outcome evaluation and the other is a descriptive study).

7. In which country/countries was the study carried out?

NB: This question is only for printed materials classified as REPORTS.

This question may **NOT BE RELEVANT** for a meta-analysis, a review, a systematic review or a methodology study (e.g. if it reports a statistical technique, the country is not relevant; if it reports a questionnaire design for use in a specified country, the country is relevant).

Use the **country where the study was carried out** as a keyword.

Caution: this is **not necessarily** the same as **the country of the research institution**.

If the study was conducted in **more than one country**, please keyword **ALL THE COUNTRIES INCLUDED**.

For example if the study was carried out in Belgium and China please use the keywords

Belgium

China

For any part of Australia please use the keyword

Australia

For any part of the UK (NB includes Northern Ireland) please use the keyword

UK

For any part of the USA please use the keyword

USA (NB this does NOT include Canada)

8. What is the topic focus?

NB: This question is for printed materials of any type as defined in question 1.

Curriculum*

Please use this keyword if the material focuses on curriculum issues.

** Please indicate the curriculum area using the keywords on the next page.*

Disciplines

Please use this keyword if the material focuses on disciplines in educational research (e.g. history of education, philosophy of education, sociology of education, psychology of education, economics of education).

Methodology

Please use this keyword if the material focuses on some aspect of the methods or methodology used in educational research.

Policy

Please use this keyword for educational policy (e.g. school/college governance, finance, LEAs, national government policies).

Organisation

Use this keyword for material which focuses on the organisation of educational institutions (e.g. planning and development, school ethos, leadership and management, classroom management, pupil grouping, equal opportunities, special educational needs, pupil mobility, transfer, transition).

Teacher careers

Please use this keyword if the material focuses on teacher careers (e.g. life-histories, career structures, workload, stress, supply and retention).

Teaching and learning

Please use this keyword if the material focuses on teaching and learning issues (e.g. pedagogy/teaching methods, learning styles, assessment).

Other

Please ONLY USE THIS KEYWORD when the focus of the material does not fit into any of the above (e.g. future of education).

If the material focuses on **CURRICULUM** issues, please also indicate which area of the curriculum. Please use as many keywords as apply from this list:

Art

Please use this keyword for art and design education.

Business Studies

Please use this keyword for business studies.

Citizenship

Please use this keyword for citizenship education.

Cross-curricular

Please use this keyword for cross curriculum studies (e.g. key/core skills).

Design & Technology

Please use this keyword for craft, design and technology and home economics education.

English

Please use this keyword for english education including reading, writing, oracy (speaking and listening), literacy etc.

Environment

Please use this keyword for environment education.

General

Please use this keyword for reports which do not focus on one particular area of the curriculum but the curriculum in general.

Geography

Please use this keyword for geography education.

Hidden

Please use this keyword for the 'hidden' curriculum (e.g. school or classroom ethos).

History

Please use this keyword for history education.

Languages

Please use this keyword for languages (other than English) and including modern languages and classical languages.

Maths

Please use this keyword for mathematics education, including numeracy.

Music

Please use this keyword for music education.

PSE

Please use this keyword for personal and social education (including sex education but not including citizenship).

Phys. Ed.

Use this keyword for physical education.

Religious Ed.

Please use this keyword for religious education.

Science

Use this keyword for science education, including chemistry, physics and biology.

Vocational

Please use this keyword for vocational subjects, if not identified above.

Other

Please **ONLY** use this keyword if the curriculum area fits into none of the above.

9. What is the educational setting?

NB: This question is for printed materials of any type as defined in question 1.

Please attach **AS MANY** keywords **AS APPROPRIATE** from the following list to fully describe the setting where the study was carried out, however **ONLY** attach a **keyword** if the report **specifically** indicates or describes the setting.

Adult education

Please use this keyword for education which takes place in an adult education setting.

Community based

Please use this keyword for studies carried out in an **organised** community setting (e.g. a youth club, community centre). This term should **not** be used for **outreach** work.

Correctional institution

Please use this keyword if the study takes place in a correctional institution (e.g. young offenders institution), but not pupil referral unit.

Distance learning

Please use this keyword for learning that takes place away from an educational institution, using broadcast media or information technology.

Further education

Please use this keyword if the study takes place in, for example an FE college or other institution which provides vocational education, NVQs etc.

Government department

Please use this keyword if the study takes place within a government department or body. In the UK this includes the **DfES** (Department for Education and Skills, previously the DfEE: Department for Education and Employment), **BECTA** (British Educational Communications and Technology Agency), **LSC** (Learning and Skills Council, previously the Further Education Funding Council) etc.

Higher education

Please use this keyword for all education taking place in universities except for 'initial teacher training'.

Home

Please use this keyword for formal education which takes place at home.

Informal education

Please use this keyword if the report is concerned with education that has no formal link with an educational institution (e.g. learning to iron or tell the time at home).

Initial teacher training

Please use this keyword if the study is undertaken in a setting in which initial teacher training takes place.

Nursery education

Please use this keyword for early childhood education (USA); early years (UK); nursery school (UK); preschool education (UK/USA).

Post-compulsory education

Please use this keyword if the study takes place in an educational institution, which is for post-compulsory students (16+ in the UK) which is **NOT** further education or higher education or adult education.

NB Studies set in schools described as:

- Elementary school (UK)
- Elementary secondary education (USA)
- Middle school (UK)
- Special school

may cover ages in both the primary and secondary education ranges as defined above.

Primary education

Please use this keyword for elementary education (USA); infant school (UK); intermediate grade (USA); junior school (UK); primary education (UK/USA); year 1 to 6 (UK); Key Stages 1 and 2 (England Wales).

Pupil referral unit

Please use this keyword if the study takes place in a pupil referral unit.

Secondary education

Please use this keyword for comprehensive school (UK); grade 7 to grade 12 (USA); grammar school (UK); high school (USA); junior high school (USA); secondary education (UK/USA); secondary modern education (UK); senior school (USA); sixteen to nineteen (UK); sixth form (UK); year 7 to year 13 (UK); Key Stages 3 and 4 (England & Wales).

Workplace

Please use this keyword if the study is concerned with education in the workplace e.g. apprenticeships and modern apprenticeships; continuing professional development.

Other educational setting

Please use this keyword **ONLY** for settings not covered above (e.g. 'virtual' locations).

10. What is the population focus?

NB: This question is for printed materials of any type as defined in question 1.

Please use **AS MANY** keywords **AS APPLY** to describe the focus of the report of other printed material population. Where the report **does not give information on all categories only** indicate a **keyword** if the report **specifically** characterises population focus in terms of the categories indicated below.

NB: this question is about the study population on which the study **focuses**, rather than the **actual study participants**. Although in many cases the study participants will be the same group as the population focus of the study, they can often differ. For example, a study with a population focus on primary children and attitudes to a new curriculum might involve teachers and parents as study participants rather than the pupils themselves.

Preschool children

Please use this keyword if the population focus of the study is on children from ages 0-4.

Primary children

Please use this keyword if the population focus of the study is on children aged 5-10.

Secondary children

Please use this keyword if the population focus of the study is on children aged 11-16.

Post-compulsory learners

Please use this keyword if the population focus of the study is on those aged 17 to 20.

Adult learners

Please use this keyword if the population focus of the study refers to those aged 21+, who may be in either further or higher education. In the context of higher education, the term, 'mature student' is often used.

Head

Please use this keyword if the population focus of the study refers to the person with ultimate responsibility for the educational institution under study. In the school setting, the term headteacher is typically used (principal in the U.S.A. and Australia); the term principal is often used in a college setting, the term vice-chancellor in a university setting.

Senior management

Please use this keyword if the population focus of the study is on those with responsibility in any educational institution for the strategic leadership and management of a whole organisation.

Teaching staff

Please use this keyword if the population focus of the study is on staff who teach (or lecture) in a classroom/lecture hall setting to students.

Non-teaching staff

Please use this keyword if the population focus of the study is on staff who do not teach, but whose role within the educational institution is administrative/organizational, e.g. equal opportunities coordinators, other support staff.

Parents

Please use this keyword if the population focus of the study refers to the inclusive category of carers of 'children' and 'young people', which may include natural parents/mother/father/adoptive parents/foster parents etc.

Governors

Please use this keyword if the population focus of the study is on members of the governing body, which may include teachers or parents. They play a role in the management and vision of the educational institution.

Local education authority officers

Please use this keyword if the population focus of the study is people who work in a local education authority.

Government

Please use this keyword if the population focus of the study is on representatives from government or governing bodies e.g. from the **DfES** (Department for Education and Skills), **BECTA** (British Educational Communications and Technology Agency), **FEDA** (Further Education Development Agency – now **LSDA** – Learning and Skills Development Agency), **FEFC** (Further Education Funding Council – now **LSC** – Learning and Skills Council), etc.

Other education practitioners

Please use this keyword if the population focus of the study includes representatives from other educational bodies, including interest/advisory groups; school governing bodies and parent support groups.

10b. Sex of the population

Female

Please use this keyword if females **only** are the focus.

Male

Please use this keyword if males **only** are the focus.

Mixed sex

Please use this keyword if **both** males and females are the focus.

11. Intervention provider

NB: This question is only for REPORTS which describe or evaluate an intervention (those keyworded as 6A, 6B, 6C and/or 6D).

The intervention provider is the person or organisation through whom the intervention is 'delivered'. Please use **AS MANY** keywords **AS APPLY** to include the range of people involved in the **provision** of the intervention.

Only attach a **keyword** if the report **specifically** indicates this information.

Advisor

Please use this keyword to indicate a provider within a training context (as opposed to inspector). In the UK, Advisors are usually employed by LEAs to provide support for teachers.

Community worker

Please use this keyword for providers employed by community or youth centre.

Computer

Please use this keyword when the intervention is provided by training by presenting materials through a computer programme.

Consultant

Please use this keyword if the provider is an 'expert', often self-employed, or working for a private firm, who provides professional support/strategic advice to organisations and institutions.

Counsellor

Please use this keyword for a provider who delivers advice/support on a personal basis, by someone who has a recognised qualification.

Examination board

Please use this keyword when the intervention provider is a body that administers examinations taken by students in schools.

Government

Please use this keyword for interventions provided through government departments.

Headteacher

Please use this keyword if the intervention is provided by the senior professional within the hierarchy of a school /college who has responsibility for the management, organisation, and discipline of a school (may also be referred to as 'principal', 'school director', 'headmaster', 'headmistress').

Health professional

Please use this keyword for interventions provided by, for example, a nurse, dietician, doctor etc.

Health promotion practitioner

Please use this keyword for intervention provided by a practitioner implementing special measures to promote aspects of health.

Induction pack

Please use this keyword when interventions are provided through written material, usually at the start of a new job or new role.

Inspector

Please use this keyword when the intervention is provided by an official who evaluates standards and quality of education, identifies national trends, evaluates the effects of education policies, advises the government on educational provision.

Lawyer

Please use this keyword if the intervention is provided by a qualified solicitor or other qualified legal officer.

Lay therapist

Please use this keyword if the intervention is provided by a therapist who is not necessarily formerly qualified.

Local education authority

Please use this keyword if the intervention is provided by a local education authority.

Parent

Please use this keyword if the intervention provider refers to the inclusive category of carers of 'children' and 'young people', which may include natural parents/mother/father/adoptive parents/foster parents etc.

Peer

Please use this keyword if the intervention is provided by an individual with characteristics shared with intervention recipients such as behaviour, experience, status or social or cultural backgrounds.

Psychologist

Please use this keyword if the intervention is provided by a trained/certified psychologist (e.g. educational psychologist).

Researcher

Please use this keyword if the intervention is provided by academic researchers, research students, practitioner researchers.

Residential worker

Please use this keyword if the intervention is provided by those providing social support in a residential setting, e.g. in a hostel, etc.

Social worker

Please use this keyword if the intervention is provided by social workers.

Teacher/Lecturer

Please use this keyword if the intervention is provided by those who have responsibility for delivering curricula through teaching in any educational setting.

12. Type(s) of intervention

NB: This question is only for REPORTS which describe or evaluate an intervention (those keyworded as 6A, 6B, 6C and/or 6D)

Please use **AS MANY** keywords **AS APPLY** from the following list. **Only** attach a **keyword** if the report **specifically** indicates this information.

Advice

Please use this keyword if the intervention involves provision of information specifically tailored to an individual's needs, usually given on a one-to-one basis.

Anger management

Please use this keyword if the intervention involves strategies suggested to deal with aggression/anger.

Counselling

Please use this keyword if the intervention involves counselling based on the psychological needs of the individual. It can involve the provision of information and helping people to talk through problems and formulating strategies for solutions. It differs from 'advice' in that it takes place in an explicit therapeutic relationship in which the client and counsellor will have well defined boundaries and ways of working.

Curriculum

Please use this keyword if the intervention involves a course/programme of study offered in a school, college or other educational institution.

Daycare

Please use this keyword if the intervention involves provision of nursery education, usually for children under the age of five.

Environmental modification

Please use this keyword if the intervention involves changes in physical structure, facilities or equipment, for example improvement to school buildings, provision of healthier school meals.

Examinations

Please use this keyword if the intervention involves a form of 'summative assessment', usually taken in the form of a test at the end of a course of study. (This differs from formative assessment in which teachers provide feedback about how a student's learning is progressing.)

Family therapy

Please use this keyword if the intervention involves advice or counselling delivered to the family as a unit.

Feedback

Please use this keyword if the intervention involves an individual being personally fed back the results of a test/evaluation.

Funding

Please use this keyword if the intervention involves provision of financial resources for a specific purpose.

Incentives

Please use this keyword if the intervention involves provision of rewards for meeting specified targets (e.g. students receive credits for attending a course; extra resources for achieving national standards in examinations).

Inspection

Please use this keyword if the intervention involves the process of visiting an institution in order to collect evidence for an official evaluation.

Instruction

Please use this keyword if the intervention involves a planned formal programme of presentation, with the aim of imparting knowledge which can be delivered to various groups (e.g. students, teachers, education officers).

Legislation/Regulation

Please use this keyword if the intervention involves a legal framework or document, or specifications that are organizationally based (and may not be nationally legally binding).

Parent training

Please use this keyword if the intervention involves parents (see earlier definition) undergoing training through attending courses/workshops, relating to development of a specific skill, or to improve knowledge.

Professional training

Please use this keyword if the intervention involves teachers, or other educational practitioners attending courses/conferences/workshops targeted at the career development of their roles, the improvement of knowledge, skills, and performance, or changing professional practice.

Rehabilitation

Please use this keyword if the intervention involves a process that may be related to physical, social, emotional, cognitive or mental aspects.

Resource access

Please use this keyword if the intervention involves providing increased access to resources (e.g. providing a school with more computers or books, or changing the way teachers or students are granted access to computers or books).

Sanctions

Please use this keyword if the intervention involves a penalty (e.g. less funding).

Screening

Please use this keyword if the intervention involves (e.g. testing for specific learning difficulties).

Service access

Please use this keyword if the intervention involves providing increased access to specific services (e.g. daycare, training).

Social support

Please use this keyword if the intervention is not clinical care, advice, counselling or education, but consists primarily of listening and responding empathetically to perceptions and problems as defined by the individuals themselves, with the aim of strengthening their self-esteem and making them feel cared for.

Skill development

Please use this keyword if the intervention involves instruction specifically aiming to equip individuals with the skills necessary to undertake specific tasks or perform behaviours (e.g. social skills; 'on-task' behaviour). This usually involves the use of 'interactive' or 'participatory' teaching and learning techniques (e.g. role-play; 'learning by teaching').

Staff ratios

Please use this keyword if the intervention refers to the number of students that an individual teacher has responsibility for teaching (staff/student ratios, or pupil/staff ratios).

Treatment

Please use this keyword if the intervention involves the prescription of drugs or other medication.