



ESRC Policy Fellowships 2021: Opportunity description

Fellowship Title: WG Skills, Higher Education and Lifelong Learning (SHELL)

Host: [Welsh Government](#) see also [Further education: coronavirus | Sub-topic | GOV.WALES](#);
[Higher education: coronavirus | Sub-topic | GOV.WALES](#)

Host team: Covid Post-16 Education Recovery Team

Summary: To review and analyse the evidence base for policy designed to limit the impact of Covid-19 controls and changed education methods on learner attainment and well-being.

Policy topic: Education

Potentially relevant academic disciplines: Sociology, Psychology, Education

Relevant research career stage: Mid-career

Practical details

Start of 3-month inception phase: December 2021

Length of core placement: 12 months

FTE for core placement: 1

Location requirements: The post is location neutral as Welsh Government intends to continue with a significant proportion of remote working conditions. Ability to travel to Cardiff on occasion would be beneficial.

Necessary level of security clearance [Baseline Personnel Security Standard](#) will be required and may require 4-6 weeks to obtain. See [National security vetting: clearance levels - GOV.UK \(www.gov.uk\)](#)

Detailed description

The SHELL directorate has a proven track record of working with academics from a range of universities on policy reviews, evidence gathering and programme evaluation.

The Covid Post-16 Education Recovery Team within the SHELL directorate are currently recruiting a team of staff to develop policy to support learners and the staff of educational institutions as they work to improve their well-being and educational attainment. Initial work on this project has identified a range of evidence and research needs to support this work. We would like the ESRC fellow to work with the Covid Post-16 Education Recovery policy team as well as social researchers and statisticians in Knowledge and Analytic Services (KAS) to collate and synthesise research on the impacts of Covid-19 on the educational and well-being experiences of learners and staff in post-16 education settings.

This work is likely to be of interest to a Sociologist of Education or Educational or Social Psychologist.

It is expected that activities for the Fellow will include:

- collate, summarise and analyse existing research from the UK examining the impact of Covid-related Non-Pharmaceutical Interventions (NPIs) and changed educational practice on students and education staff;
- compile and comment on existing evaluations and proposed measures to mitigate the negative educational and well-being impacts of NPIs and changed educational methods;
- identify gaps in the evidence base and make recommendations to inform the commissioning of research and analysis;
- advise policy and delivery teams on the development, implementation and communication of practices that will reduce the negative impacts of NPIs and changed educational practice;
- engage with internal and external research programmes to co-ordinate research and share and learn from the different programmes, and
- support policy teams in their engagement with ministers and with delivery teams in their engagement with education providers, stakeholders and student representatives.

Opportunity-specific person specification

Applications will be assessed against the following opportunity-specific requirements in addition to the generic eligibility and call criteria.

Skills/ expertise:

- a track record of undertaking research in the sociology of education, educational psychology
- a deep understanding of post-16 education settings and policy environment
- ability to take part in and contribute to policy discussions with civil servants and ministers considering evidence to inform policy, guidance on practice and evaluation plans to track progress