EPPI-Centre Keywording Strategy for classifying education research version 0.9.7

Section A: General keywords
General instructions for using the strategy
Systematically describing educational research necessitates a standardised core 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.

For core keywording, 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 CORE KEYWORD but make a note of the problem in order to initiate discussion on the issue.

You will probably wish to use review specific keywords, IN ADDITION TO, NOT IN PLACE OF, THE CORE KEYWORDS

Please note that keywording is done on studies, so if you have a report which describes two studies, then two records should be created and the keywords applied to each study in turn; likewise, if you have the same study described in more than one report, only one record should be created on EPPI-Reviewer and the information contained in all the reports used to complete the keywording strategy. Please see the section on 'linked studies' in the help file for information on how to deal with these studies in EPPI-Reviewer.

| A.1 Identification of report (or reports)
Please use AS MANY KEYWORDS AS APPLY. | A.1.1 Citation
Please use this keyword if the report was identified from the bibliographic list of another report.

A.1.2 Contact
Please use this keyword if the report was found through a personal/professional contact.

A.1.3 Handsearch
Please use this keyword if the report was found through handsearching a journal.

A.1.4 Unknown
Please use this keyword if it is unknown how the report was found.

A.1.5 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*
A.2 Status *Please use **ONE** keyword only*	A.2.1 Published *Please use this keyword if the report has an ISBN or ISSN number.* A.2.2 In press *Please use this keyword if the report has been accepted for publication but has not yet been published.* A.2.3 Unpublished *Please use this keyword for reports which do not have an ISBN or ISSN number (e.g. 'internal' reports; conference papers).*
A.3 Linked reports *Is this report linked to one or more other reports in such a way that they also report the same study? Please also see the information contained above and in the help files for how to deal with linked reports on EPPI-Reviewer.*	A.3.1 Not Linked A.3.2 Linked *(please provide bibliographical details and/or unique identifier)*
A.4 Language (please specify)	A.4.1 Details *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*
A.5 In which country/countries was the study carried out? (please specify)	A.5.1 Details *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, please specify which (if known): e.g.* *UK: Scotland* *For any part of the USA please use the keyword* *USA (NB this does NOT include Canada)*
A.6 What is/are the topic focus/foci of the study?	A.6.1 Assessment *Please use this keyword for any form of summative, or formative, assessment* A.6.2 Classroom management *Please use this keyword for material which focuses on management of student behaviour by teachers, such as sanctions and rewards and negotiating classroom ethos.* A.6.3 Curriculum *Please use this keyword if the material focuses on curriculum issues.* *Please indicate the curriculum area using the keywords in the next section.*

A.6.4 Equal opportunities *Please use this keyword for education that is concerned with the participation and learning of all types of students, including education for children with special needs (e.g. learning difficulties, gifted children), and inclusive education in general.* **A.6.5 Methodology** *Please use this keyword if the material focuses on some aspect of the methods or methodology used in educational research.* **A.6.6 Organisation and management** *Please use this keyword for material which focuses on the organisation, planning and development, ethos, governance, leadership and management, transition etc, at the level of the educational institutions (e.g. school, college, university etc).* **A.6.7 Policy** *Please use this keyword for international, national, regional or local educational policy (e.g. policies of national government, LEAs etc.).* **A.6.8 Teacher careers** *Please use this keyword if the material focuses on teacher careers (e.g. initial teacher training, continuing professional development, life-histories, career structures, workload, stress, supply and retention).* **A.6.9 Teaching and learning** *Please use this keyword if the material focuses on teaching and learning issues (e.g. pedagogy/teaching methods, using computers in teaching (as distinct from ICT as a curriculum area), learning styles, putting children into sets, distance learning, personal development/self-directed learning).* **A.6.10 Other topic focus** *Please ONLY USE THIS KEYWORD when the focus of the material does not fit into any of the above (e.g. future of education).*

A.7 Curriculum *If the focus is on CURRICULUM issues, please also indicate which area of the curriculum. Please use as many keywords as apply from this following.*	**A.7.1 Art** *Please use this keyword for art and design education.* **A.7.2 Business Studies** *Please use this keyword for business studies.* **A.7.3 Citizenship** *Please use this keyword for citizenship education.* **A.7.4 Cross-curricular** *Please use this keyword for cross curriculum studies (e.g. key/core skills).* **A.7.5 Design & Technology** *Please use this keyword for craft, design & technology and home economics education.* **A.7.6 Environment** *Please use this keyword for environment education.* **A.7.7 General** *Please use this keyword for studies which do not focus on one particular area of the curriculum but the curriculum in general.* **A.7.8 Geography** *Please use this keyword for geography education.* **A.7.9 Hidden** *Please use this keyword for the 'hidden' curriculum (e.g. school or classroom ethos).* **A.7.10 History** *Please use this keyword for history education.* **A.7.11 ICT** *Please use this keyword for learning about computers or new technology. Please do NOT use for distance learning or learning other subjects using computers.* **A.7.12 Literacy - first language** *Please use this keyword for literacy education including reading, writing, oracy (speaking and listening) in the first/primary language (i.e. English in the UK curriculum).* **A.7.13 Literacy further languages** *Please use this keyword for further languages, including modern foreign languages and classical languages.* **A.7.14 Literature** *Please use this keyword for English literature or the study of literature in any other language.*

	A.7.15 Maths *Please use this keyword for mathematics education, including numeracy, arithmetic, geometry, statistics or algebra.* A.7.16 Music *Please use this keyword for music education.* A.7.17 PSE *Please use this keyword for personal and social education* *(including sex education but NOT including citizenship).* A.7.18 Phys. Ed. *Use this keyword for physical education.* A.7.19 Religious Ed. *Please use this keyword for religious education.* A.7.20 Science *Use this keyword for science education, including chemistry, physics and biology.* A.7.21 Vocational *Please use this keyword for vocational subjects, if not identified above.* A.7.22 Other curriculum *Please ONLY use this keyword if the curriculum area fits into none of the above.* A.7.23 The material does not focus on curriculum issues
A.8 Programme name (please specify) *If known, please write in the programme name, AS REPORTED BY THE AUTHOR(S).* *Often, reports will feature a 'brand' name of the study or intervention evaluated by a study. An example of this is 'Headlamp', the name of a leadership training programme.*	A.8.1 Details
A.9 What is/are the population focus/foci of the study? *Please use AS MANY keywords AS APPLY to describe the population focus/foci of the report. Only indicate a keyword if the report specifically characterises population focus in terms of the categories indicated below.*	A.9.1 Learners *Please use this keyword if a population focus of the study is on pupils,* *students, apprentices, or other kinds of learners.* A.9.2 Senior management *Please use this keyword if a population focus of the study is on those with responsibility in any educational institution for the strategic leadership and management of*

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.

a whole organisation. This will include 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., Canada and Australia); the term 'principal' is often used in a college setting, the term 'vice-chancellor' in a university setting.

A.9.3 Teaching staff
Please use this keyword if a population focus of the study is on staff who teach (or lecture) in a classroom/lecture-hall setting.

A.9.4 Non-teaching staff
Please use this keyword if a 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.

A.9.5 Other education practitioners
Please use this keyword if a population focus of the study includes representatives from other educational bodies, including interest/advisory groups; school governing bodies and parent support groups.

A.9.6 Government
Please this keyword if a 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), LSDA (Learning and Skills Development Agency, formally FEDA - Further Education Development Agency) etc.

A.9.7 Local education authority officers
Please use this keyword if a population focus of the study is people who work in a local education authority.

A.9.8 Parents
Please use this keyword if a 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.

A.9.9 Governors
Please use this keyword if a 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.

A.9.10 Other population focus
Please use this keyword only if a population focus of the study is not covered by any of the other specified foci.

A.10 Age of learners (years)
If the age group is not specified, but an educational level is indicated, use the following guidelines to deduct the age group, and the lower and upper age limits :

for the UK (in alphabetical order)

Adult basic education (basic skills) 18+year olds
Adult education (non-vocational) 18+
Further education (vocational) 16+
First schools 4-8
Higher education (degree etc.) 18+
Infant schools 5-7
Junior schools 7-11
Middle schools 8-12
Nursery schools 2-5
Preschool education 0-4
Primary education 5-11
Primary secondary education 5-16
Professional education 18+
Secondary education 11-18
Sixteen to nineteen 16-19
Sixth form education 16-18

Reference : JV Marder, P Sheffield (1991) British Education Thesaurus, Second Edition, Leeds University Press, Leeds

The following system has been adopted fairly recently (approximately since 1990) :

Reception 4-5 year olds Year 7 11-12 year olds
Year 1 5-6 Year 8 12-13
Year 2 6-7 Year 9 13-14
Year 3 7-8 Year 10 14-15
Year 4 8-9 Year 11 15-16
Year 5 9-10 Year 12 16-17
Year 6 10-11 Year 13 17-18

If the report goes back further than 1990, it is more likely to correspond with the following secondary education system:

A.10.1 0-4

A.10.2 5-10

Year 1 11-12 *Year 2 12-13* *Year 3 13-14* *Year 4 14-15* *Year 5 15-16* *Lower 6th 16-17* *Upper 6th 17-18*	A.10.3 11-16 A.10.4 17-20 A.10.5 21 and over

for the USA (alphabetical order)

Adult basic education education for adults at the elementary level through grade 8
Early childhood education birth through grades K-3
Elementary education kindergarten or grade 1 through grade 6, 7 or 8
Elementary secondary education kindergarten or grade 1 through grade 12
Higher education all education beyond grade 12
leading to a formal degree
High equivalency programs adult educational activities preparing for tests which lead to a high school equivalency certificate
High schools grades 9 or 10 through grade 12
Intermediate grades includes the middle and/or upper elementary grades, but usually 4, 5 and 6
Junior high schools grades 7, 8 and 9
-less commonly 7 and 8, or 8 and 9
Postsecondary education all education beyond grade 12
Preschool education not formal education; birth to entrance in kindergarten or grade 1
Primary education grades 1 through grade 6
Secondary education grades 7, 8 or 9 through grade 12
Two year colleges postsecondary education providing at least 2, but less than 4, years of academic and/or occupational education

Reference : JE Houston (1990) Thesaurus of ERIC Descriptors, 12th edition, ORYX Press, Arizona

Grade 1 6-7 year olds Grade 7 12-13 year olds
Grade 2 7-8 Grade 8 13-14
Grade 3 8-9 Grade 9 14-15
Grade 4 9-10 Grade 10 15-16
Grade 5 10-11 Grade 11 16-17
Grade 6 11-12 Grade 12 17-18

A.11 Sex of learners	A.11.1 Female only *Please use this keyword if females only are the focus.* A.11.2 Male only *Please use this keyword if males only are the focus.* A.11.3 Mixed sex *Please use this keyword if both males and females are the focus.*
A.12 What is/are the educational setting(s) of the study? *The educational setting refers to the physical setting rather than the phase of education.* *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.*	A.12.1 Community centre *Please use this keyword for studies carried out in an organised community setting* *(e.g. a youth club, community centre).* A.12.2 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.* A.12.3 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.* A.12.4 Higher education institution *Please use this keyword for all education taking place in universities including 'initial teacher training'.* A.12.5 Home *Please use this keyword for formal education which takes place at home.* A.12.6 Independent school *Please use this keyword for education which takes place in the private sector (e.g. 'public schools' in the UK).* A.12.7 Local education authority *Please use this keyword for learning that takes place in a local education authority.* A.12.8 Nursery school *Please use this keyword for early childhood education (USA); early years (UK); nursery school (UK); preschool education (UK/USA), playgroups (UK), crèche, kindergarten.*

	A.12.9 Post-compulsory education institution
	Please use this keyword if the study takes place in an educational institution, which is for post-compulsory students (16+ in the UK) including 6th form college, further education institution, adult education centre, but not higher education.
	A.12.10 Primary school
	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).
	A.12.11 Pupil referral unit
	Please use this keyword if the study takes place in a pupil referral unit.
	A.12.12 Residential school
	Please use this keyword if education takes place in a residential setting, e.g. boarding school.
	A.12.13 Secondary school
	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).
	A.12.14 Special needs school
	Please use this keyword for schools which are exclusively for those with learning difficulties or physical disabilities.
	A.12.15 Workplace
	Please use this keyword if the study is concerned with education in the workplace e.g. apprenticeships and modern apprenticeships; continuing professional development.
	A.12.16 Other educational setting
	Please use this keyword ONLY for settings not covered above (e.g. distance learning using broadcast media or information technology, 'virtual' locations).
A.13 Which type(s) of study does this report describe? *The keywording categories for study type have been designed on pragmatic grounds to create a workable taxonomy. Several classifications of study types are possible but for the purposes this keywording strategy, we divide studies into five main types. We are aware that the categories include both design*	**A.13.1 Description** *Please use this keyword for studies in which the aim is to produce a description of a state of affairs or 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 associations between one or more variables. These types of studies are usually, but*

aware that the categories include both design and data analysis methods as well as qualitative and quantitative forms of data.

*Please **do NOT rely on what the authors indicate**, but make a judgement by using the following categories and definitions:*
A: Description
may be analytical but not building or testing detailed hypotheses

B: Exploration of relationships
analytical exploration of associations / relationships between variables.

C: Evaluation
*a. **Naturally occurring policy or practice** assessing the processes or outcomes for individuals or groups who have NOT been allocated by researchers to receive particular policies or practices*
*b. **Researcher-manipulated policy or practice** assessing the processes or outcomes for individuals or groups who have been allocated by researchers to receive particular policies or practices*

D: Development of methodology
methods studies

E: Review
a. Systematic review
b. Other review

*Although reports will often describe just one of these five study types, some will describe more than one, and in these cases, please code the main form of study type, but **if several main study types, please code ALL THAT APPLY**. (Where there are multiple study types, this may require multiple data extractions)*

not always, conducted at one point in time (i.e. cross-sectional). They can include studies such as an interviews of head teachers to count how many have explicit policies on continuing professional development for teachers; a study documenting student attitudes to national examinations using focus groups; a survey of the felt needs of parents using self-completion questionnaires, about whether they want a school bus service.

A.13.2 Exploration of relationships
Please use this keyword for a study type which examines relationships and/or statistical associations between variables in order to build theories and develop hypotheses. These studies may describe a process or processes (what goes on) in order to explore how a particular state of affairs might be produced, maintained and changed.

These relationships may be discovered using qualitative techniques, and/or statistical analyses. For instance, observations of children at play may elucidate the process of gender stereotyping, and suggest the kinds of interventions which may be appropriate to reduce any negative effects in the classroom. Complex statistical analysis may be helpful in modelling the relationships between parents' social class and language in the home. These may lead to the development of theories about the mechanisms of language acquisition, and possible policies to intervene in a causal pathway.

These studies often consider variables such as social class and gender which are not interventions, although these studies may aid understanding, and may suggest possible interventions, as well as ways in which a programme design and implementation could be improved. These studies do not directly evaluate the effects of policies and practices.

A.13.3 Evaluation
*Please use this keyword for studies which **evaluate** a policy, practice, programme or other intervention by assessing whether it works well in terms of, for example, its acceptability, feasibility, financial implications or intended, or unintended, effects on educational outcomes.*

Evaluations may be undertaken using qualitative and/or statistical techniques. The former can be helpful in determining the acceptability and feasibility of policies and practices and in understanding their effects in context. The latter can help to measure the effects of policies and practices on educational outcomes. Use of both techniques has the potential to provide a comprehensive understanding of what works well for

whom and under what circumstances.

The evaluation could be based on assessments after a policy or practice has been in place (post-test), or both before and after (pre- and post test), or on several occasions before, during and after.

The participants in such evaluations could be individuals (e.g. pupils or teachers) or groups (e.g. classes, schools, or LEAs). As the effects of policies and practices on individual pupils within a school may be not be independent of each other, sophisticated statistical techniques such as multilevel modelling may be used to attempt to take a 'school' effect into account.

Please apply the following keywords *to differentiate studies where the experience/exposure to policies or practices is a) naturally occurring or b) researcher manipulated:.*

(a) 'naturally occurring' policy or practice*. The researcher(s) is not involved in determining who does or does not experience the policy or practice. Instead, the researcher evaluates phenomena which would have been experienced by the specific participants in the study whether the research study had or had not been undertaken. In such 'natural experiments', the groups may be manipulated post hoc by matching on factors (e.g. social class, age), to try to control for some factors which might affect the relationship between educational outcomes and different polices and practices.*

*For instance, in a cohort study researchers **prospectively** study a sample (e.g. learners), collect data on the different aspects of policies or practices experienced by the members of the sample (e.g. teaching methods, class sizes), look forward in time to measure their later outcomes (e.g. achievement), and relate the experiences to the outcomes achieved. The purpose is to assess the effect of the different experiences on outcomes.*

*In contrast, some evaluation studies are **retrospective**. For instance, in a case control study, researchers may compare two or more groups of individuals on the basis of their current situation (e.g. 16 year old pupils with high current educational performance compared to those with average educational performance), and look back in time to examine the statistical association with different policies or practices which they have experienced (e.g. class size; attendance at single sex or mixed sex schools; non school activities etc).*

OR

(b) 'researcher-manipulated' policy or practice. *There is an attempt as part of the research to change people's experience and as a consequence have control over which groups of people are 'introduced' or 'exposed' or 'allocated' to the experience, policy or practice. The researcher determines the process by which participants do or do not receive an intervention. This manipulation can be based on **random allocation** of participants to receive different interventions or different intensities/levels of an intervention. If the allocation is not fully random it may be **quasi-random** (e.g. by alternate numbers, or by date of birth), or **some other form of systematic allocation** chosen by the researcher. In other cases, allocation (and thus experience of the intervention) may not be systematic in any obvious way but still dependent upon the researcher.*

*In the special case of a **reversal design**, the practice under evaluation is introduced, withdrawn and re-introduced, with assessments at each point. The participant then acts as his or her own control. This design 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'. These sequences may or may not be randomised, and may or may not include comparison groups allocated to different sequences.*

Studies describing 'researcher-manipulated' evaluations *that compare two or more groups which are allocated to receive different interventions, or different intensities/levels of an intervention to each other (including may be no intervention at all), can be **further keyworded as controlled trials**. The controlled trials can be divided into: **(a) non-randomised; or (b) randomised controlled trials – please see 10b.** Studies on single groups receiving only one level of an intervention should not be coded as trials.*

A.13.4 Evaluation: Naturally occurring
'Naturally occurring' is used in the sense that the researcher(s) make no active attempt to control which groups of people are 'introduced' or 'exposed' to the experience, or situations, of the study, but rather observe phenomena which would have occurred without their presence. In such 'natural experiments', the groups may be manipulated post hoc by matching on factors (e.g. social class, age), to try to control for some factors which might affect the relationship between educational outcomes and different polices and practices.

For instance, in a cohort study researchers prospectively study a sample (e.g. learners), collect data on the

different aspects of policies or practices experienced by the members of the sample (e.g. teaching methods, class sizes), look forward in time to measure their later outcomes (e.g. achievement), and relate the experiences to the outcomes achieved. The purpose is to assess the effect of the different experiences on outcomes.

In contrast, some evaluation studies are retrospective. For instance, in a case control study, researchers may compare two or more groups of individuals on the basis of their current situation (e.g. 16 year old pupils with high current educational performance compared to those with average educational performance), and look back in time to examine the statistical association with different policies or practices which they have experienced (e.g. class size; attendance at single sex or mixed sex schools; non school activities etc).

A.13.5 Evaluation: Researcher-manipulated

'Researcher-manipulated', is used for studies where there is an attempt as part of the researcher(s) to change people's experience and as a consequence have control over which groups of people are 'introduced' or 'exposed' to the experience. This manipulation can be based on random allocation of participants to receive different interventions or different intensities/levels of an intervention, or on quasi-random allocation (e.g. by alternate numbers, or by date of birth), or systematic allocation (e.g. chosen by the researcher, or matched on characteristics such as age, sex, social class). In the special case of a reversal design, the practice under evaluation is introduced, withdrawn and re-introduced, with assessments at each point. The participant then acts as his or her own control. This design 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'. These sequences may or may not randomised.

In cases when 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, studies can be further keyworded as controlled trials, divided into whether these trials are (a) non-randomised or (b) randomised controlled trials – please see 10b.

A.13.6 Methodology

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). A.13.7 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).* *(a) 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.* *(b) Other 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 meet the criteria for a systematic review (as defined above)* A.13.8 Review: Systematic review A.13.9 Review: Other review
A.14 Have keywords been applied in all categories?	A.14.1 Yes A.14.2 No (please specify) *Please state here if keywords have not been applied from any particular category and the reason why (e.g. no information provided in the text)*
A.15 To assist with the development of a trials register please state if a researcher-manipulated evaluation is one of the following: *To assist with the development of a trials register please state if a **researcher-manipulated evaluation** is one of the following:*	

(i) controlled trial (non-randomised) *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 (individuals, groups (classes, schools, LEAs etc) or sequences) in a **fully random manner**. This keyword should 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) or other non random method.* *(ii) randomised controlled trial (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 (individuals, groups (classes, schools, LEAs etc) or sequences) to the different groups based on a **fully random schedule** (e.g. a random numbers table is used). If the report states that random allocation was used and no further information is given then please keyword as RCT. If the allocation is NOT fully randomised (e.g. allocation by alternate numbers or by date of birth), then please keyword as controlled trial (non-randomised).*	A.15.1 Controlled trial (non-randomised) A.15.2 Randomised controlled trial (RCT)