

Institution: Swansea University

Unit of Assessment: 20 Social work and social policy

Unit context and structure, research and impact strategy

Social work and social policy is a dynamic and supportive research community of 24 (22.1FTE) Category A eligible staff. The unit encompasses diverse policy areas such as health, education, housing, poverty and the family. The unit encompasses the University's established strengths in **ageing and support for an ageing population**, and **social and health care** (which were the focus of our REF2014 submission).

More than ever before in its post devolution history, Wales and the wider education community need a University Education Department of national and international excellence. Building on the University's historic reputation in Education and with support and funding from Welsh Government, a re-established Swansea University School of Education (SUSE) opened in 2017 to fill this deficit in Wales, with the aim of becoming a School of international quality, with a focus on practice driven and critically reflective research to lead education thinking in Wales and beyond.

The Unit's research is therefore focussed on three central themes: **Social and Health Care (Category A staff 9/8.7FTE)**, **Innovative Ageing (Category A staff 6/4.4 FTE)** and **Educational Policy and Practice (Category A staff 9/ 9FTE)**.

Research in this Unit is undertaken by staff in the College of Human and Health Sciences (CHHS) and the College of Arts and Humanities (CoAH) as shown below:

College of Human & Health Sciences	College of Arts & Humanities
15 Category A eligible staff (13.1 FTE)	9 Category A eligible staff (9.0 FTE)
Social and Health Care and Innovating Ageing staff	Educational Policy and Practice staff

Aims

The Unit aims to:

1. Contribute to driving economic growth, productivity, education and prosperity in the region, Wales, the UK and internationally (REF5a).
2. Create and enhance global and local research partnerships that deliver benefits for research students, staff, the wider community and the economy.
3. Promote and facilitate international collaboration between researchers, policy makers and practitioners.
4. Improve public awareness, practice and policy, while transferring and translating knowledge from research findings into real-world impact through working closely with those delivering policies, interventions, services and products.

We built on our previous strengths, as shown in table 1:

GOALS 2014-2020	EVIDENCE OF ACHIEVEMENT
To sustain an interdisciplinary research environment that continues to attract and develop talented staff and PGR students;	<p>Our collegiate environment and approach to collaborative, impactful research have delivered significant successes in the census period, including a 42% increase in research income (REF4b) since REF2014.</p> <p>A substantial increase in grant capture, with more than 100 successful grants totalling over £11.5m. Since 2017, our newest Department, Swansea University School of Education (SUSE), has secured awards totalling approximately, £500,000.</p> <p>A substantial increase in the number of PhDs Awarded (REF4a) since REF2014 (583%). We have expanded funded opportunities for new PhD studies and have continued the successful mentorship and development of early career researchers. We have developed a Professional Doctorate in Education and a research informed National MA in Education (Wales).</p> <p>During the census period, there has been a 70% increase in the proportion of UoA staff who are female.</p>
To build on collaborative links with other world-leading centres of excellence, with the public and voluntary sectors, and with industry and business;	Members of the UoA have collaborated widely with academics from other institutions, governmental, industry and third-sector organisations. A wide range of international partnerships have led to international initiatives, impactful research, and grant capture (see Section 4).
To foster stronger collaborative links with research users;	Our impact case studies show strong links with research users, such as housing associations, Local Authorities (UK and France), those who live and work in care homes, and school leaders and staff.
To further increase the quality and quantity of original and rigorous applied research that has international reach and significance	The successful impact of our research on policy and practice at both national and international levels, has resulted in sustained and significant recognition for the Unit. As noted in Section 4, the scholarly outputs from the UoA increased by 3% during this census period. Moreover, the citation impact factor for work from members of the UoA is twice the global average for the field.

Table 1: Achievements Since 2014

Social work and social policy is a challenge-led interdisciplinary research priority, spanning two Colleges, and three research centres. Our structure enables cross communication between groupings and supports staff to respond quickly to emergent needs in policy and practice. Figure 1 provides an overview of our structure, setting out our **three central research groups**:

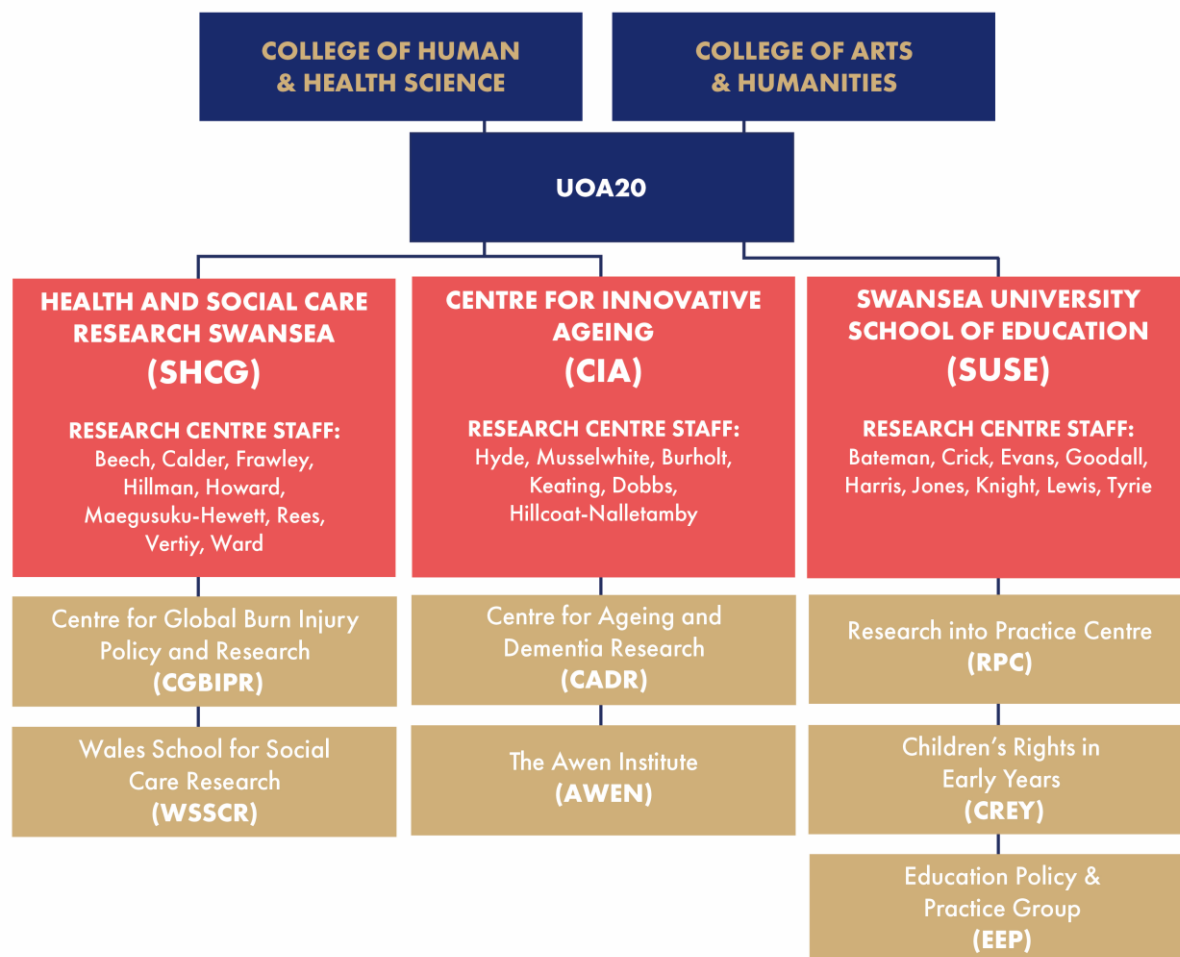


Figure 1: Research Centres

The **Health and Social Care Research Swansea** (SHCG) group supports interdisciplinary networks that deliver impactful, policy relevant social and health care research (Unit aims 1, 2, 3 and 4). The College of Human & Health Science houses the **Centre for Global Burn Injury Policy and Research** which provides global leadership in the field of applied burns research, with a particular focus on resource-poor settings. The centre exemplifies our core principles which we share with Swansea University overall in its approach to building the research capacity of key partners and embedding an implementation science approach, closing the gap between knowledge and action.

SHCG is also home to the **Wales School for Social Care Research** (WSSCR), which is part of the Health and Care Research Wales infrastructure. WSSCR benefits social care practitioners and the social care sector by supporting their research and evidence-based practice aspirations. It helps research providers engage with the social care sector to deliver research that makes a sustained and tangible difference to both carers and care recipients. The School has an explicit focus on building social care research capacity to strengthen and support research mindedness in individual practitioners, and the organisations with which they work. The School's work informs improvements in the delivery of quality social care for children, young people and adults as

outlined in the Social Services and Well-being (Wales) Act 2014, in line with the University commitment to this goal. Through this work, the Centre has implemented the Developing Evidence Enriched Practice (DEEP) programme, which is detailed in one of our case studies.

Staff in the Wales School for Social Care Research collaborate with the Centre for Innovative Ageing on the ENRICH Cymru project, providing synergies between research and social care practice. A further example of the interaction between the two areas is the **My Home Life Cymru** programme, which aims to improve the quality of life for those who work in care homes and other health and social care settings. This programme has since developed into an international social movement promoting quality of life for residents and workers in care homes for older people, facilitating positive culture change and enabling care homes to professionalise and articulate the expertise of their staff.

The **Centre for Innovative Ageing** (CIA) is recognised internationally for its work in social gerontology and biopsychosocial research into ageing and dementia. Acknowledged as a collaborating centre of excellence and a global leader in research by the International Association of Gerontology and Geriatrics, (UoA Aim 2) CIA is multidisciplinary and highly collaborative (UoA Aim 3). The Centre is committed to co-production of evidence-based, transformative research with users to ensure that issues of care, well-being and quality of life are underpinned by the most current research in the field.

The CIA leads **The Awen Institute**, a £3.5m project joint funded by the European Commission, Swansea University, University of South Wales and University of Wales Trinity Saint David. The Institute is creating a state of the art facility to bring together older people, experts in ageing research and a wide variety of industries, to pioneer of breakthroughs designed to help us live fulfilling, happy lives. The aim of the partnership is to develop The Awen Institute and Wales as an internationally centre of excellence in developing products, services and environments for ageing societies.

The Centre leads the Welsh Government-funded (Health and Care Research Wales) **Centre for Ageing and Dementia Research** (CADR), a national, multi-faceted organisation. In partnership with Bangor University, CADR takes a holistic approach to addressing the opportunities posed by longevity, and aims to:

- develop an understanding of ageing and dementia in several disciplines (UoA Aim 4);
- provide an infrastructure to enable leading researchers in ageing and dementia to develop collaborative, internationally recognised, interdisciplinary research (UoA Aims 2 and 3);
- build research capacity to support an increase in grant capture;
- provide support for PhD students and early career researchers; and
- apply research knowledge to improve the lives of older people.

CADR co-hosts (with the Wales School for Social Care Research, see below) the **ENRICH Cymru network**, which aims to improve the lives of residents and staff in care homes across Wales by developing and facilitating a network of 'research ready' homes.

The **Swansea University School of Education** (SUSE) works to supports the National Strategy for Educational Research and Enquiry in Wales, as well as the University's commitment to productive relationships with public sector organisations (REF5a; UoA Aims 1, 2 and 4). Our work is embedded within schools and via school staff, to enhance the sustainability and impact of our research, ensuring considerable national reach and driving practice. SUSE's research strengths encompass four themes, underpinned by a strong thread of excellence in research and founded on a collective commitment to social justice:



Figure 2: SUSE Themes

SUSE's **Research Into Practice Centre (RPC)**, formed in 2020, is a flagship research unit within the School of Education, the University and ERW (Education Regional Working Commission, an alliance of six Welsh local authorities delivering school improvement services). The Centre focuses on researching education and building research capacity (UoA Aims 2 and 4) and includes all of the research-active members of SUSE as well as postgraduate research students, and local, national and international collaborators (UoA Aim 3).

The **Education Policy and Practice (EPP)** group brings together and supports research on educational policy and its implementation in practice (UoA Aims 2 and 3). Projects include a two-year Welsh Government funded (£50,000) initiative focussed on Schools as Learning Organisations, which is a Welsh Government policy priority.

SUSE also houses the **Children's Rights in Early Years (CREY)** research network. CREY operates as a national umbrella for organisations working with young children; it is the only network in Wales that draws together academics, governance, third-sector actors and practitioners to focus on current research, knowledge development and sharing best practice for young children and education (UoA Aims 2 and 4). CREY facilitates research and projects between practitioners and others on Young Children's Rights and how these rights can be enacted in practice.

UoA Research Strategy

Our strategy for research is aligned to the overall aims of the UoA and is in line with Swansea University's commitment to **interdisciplinarity**, **international relevance** and the **integration of impact** into research development, practice and infrastructures (REF5a). Our research priorities are to:

- Initiate and conduct research to provide **evidence-based insight and solutions** to real-world problems, engaging with and informing governmental bodies, communities, the charitable and private sectors, academia and the NHS, to the benefit of local, national and international groups, using research outcomes to inform policy and practice (see Section 4) (UoA Aims 1,2 and 3);
- **Work across boundaries**, engaging with other disciplines to produce innovative research and meet global challenges (UoA Aims 1, 2 and 3); and

- **Invest in staff** to build a concentration of internationally acclaimed researchers, providing the facilities and activities they require to enhance the research environment for all, including early career researchers (ECRs) and postgraduate research students (see Section 2 and UoA Aim 4).

We have invested in senior research staff to support social work and social care research-capacity building following successful research bids to Health and Care Research Wales (HCRW) and National Institute for Health Research (NIHR) respectively, and have appointed senior staff with international reputations for research excellence in the School of Education (one full time professor, one professorial appointment shared with another UoA and two associate professors). The strategic aim of these appointments has been to build and develop an **internationally acclaimed concentration of researchers**, meeting one of the central aims set out in our 2014 submission.

Interdisciplinary Research and Impact (UoA Aims 1-4)

The Unit's structure reflects the interdisciplinarity and scope of policy and practice orientated research. Our work has an orientation to Wales, working closely with (and advising) members of the Welsh Government (WG) across all three research groups. We also forge international connections, to produce high-quality, evidence-based, internationally significant, impactful research that makes a positive difference to the lives of people, communities and societies, and which influences policy and legislation (see figure 3).

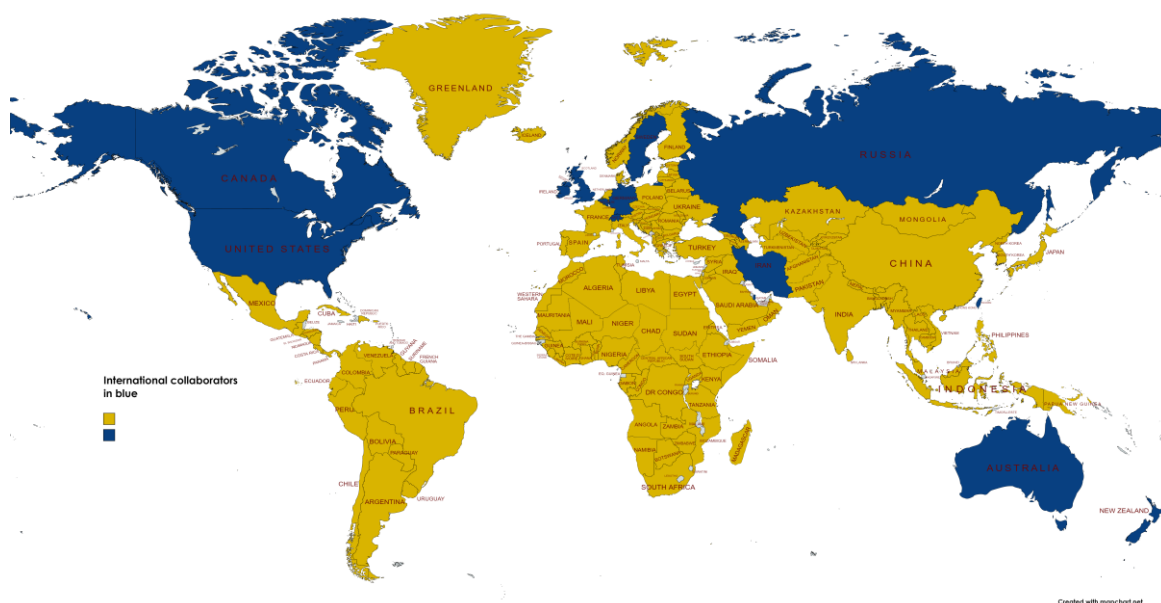


Figure 3: International Collaborations in Blue

For example, CIA works closely with the Older People's Commissioner for Wales and gives **research leadership** to the Ageing Well in Wales initiative, a unique approach to ageing policy and practice. Staff regularly serve as members of groups and give evidence to government inquiries (e.g. oral evidence to the WG's Loneliness and isolation strategy and WG's Expert Group on Housing an Ageing Population).

Centre for Ageing and Dementia Research (CADR) pursues interdisciplinary research across three disciplines relating to ageing, bringing our social gerontology research to work closely with **biological** aspects of ageing at Cardiff University and **arts and humanities** research at Bangor University. This facilitates translational research, moving from multi-disciplinary to interdisciplinary projects, and allows our social science researchers to work closely with Cardiff's

Dementia Research Institute and with the ESRC-NIHR Dementia Research Initiative at Bangor University. CADR has become **a test bed for national standards** in involvement and engagement and has developed a strategy aligned with the UoA to ensure participation of older people and stakeholders.

We have also worked with colleagues in the **College of Engineering** on the SUNRISE project to develop housing solutions for older people in India, and work with a wide range of academics and officials in relation to housing in the UK and France, as detailed in one of our impact case studies.

We have made a joint appointment at professorial level between Swansea University School of Education (SUSE) and the Department of **Computer Science** to support research at the intersection of research/public policy with a focus on STEM/digital education, curriculum reform, science and innovation policy.

A core principle of our strategy is to **integrate impact into all aspects of research design and practice** through co-produced research with users and the close engagement of partners. The **Developing Evidence Enriched Practice** (DEEP) project is an excellent example of the success of this strategy, represented through one of our impact case studies. DEEP is now embedded in three national social policies, in a growing number of local authorities, a health board, ten social care providers and third sector organisations across Wales, providing a legacy of research informed practice in health and social care provision.

The **Wales School for Social Care Research** (WHSSCR) works to **build social care research capacity**, through research-led approaches to practice. In partnership with Health and Care Research Wales and Social Care Wales, members of WHSSCR worked to support organisational change within social care settings, holding over a thousand research and development sessions and have played a key role in the development of a social care research and development strategy for Wales.

Both the Wales School for Social Care and SUSE deliver impact through assisting practitioners to take forward their own research and evidence-based practice, and ensuring integration of social work, social care and education policy research into practice; for example, SUSE led the implementation of the 'Professional Learning Communities' programme throughout Welsh schools.

Open Scholarship and Research Integrity

The University's Open Access policy requires researchers to make the full text of their research publications available on its **publicly accessible research repository**, Cronfa, (REF5a) which is indexed by Google Scholar and other search engines. All staff are required to register for an ORCID identifier. PhD students are also encouraged to make their theses accessible via Cronfa. The University is working towards a culture of open research and where possible the data underpinning research should be as available to as wide an audience as possible. The ESRC-funded project, the New Dynamics of Aging, for example, has made its data available through the UK Data Archive.

The University has negotiated gold open access agreements with established publishers, enabling staff to publish research in high-quality, peer-reviewed research journals. Researchers are supported with an annual fund for gold open access publication via an application procedure and peer review.

The UoA has clear research ethics procedures, provided by Swansea University's **Research Integrity: A Policy Framework on Research Ethics & Governance** document (2015), developed in accordance with UKRIO's Code of Practice and the UK Policy Framework for Health & Social Care Research (REF5a). This framework is monitored by our **Research Ethics &**

Governance Sub-Committee chaired by the Academic Dean for Research Integrity. The University is a signatory to the **Declaration on Research Assessment** (DORA) which ensures via our regularly circulated Statement of Intent that journal impact factors are not used to assess outputs for this UoA and that it is the academic merit of published outputs that is of chief concern in the assessment exercises.

Our staff are highly knowledgeable in ethical procedures, with many being members of key learned societies including the British Sociological Association, the British Psychology Society, the British Educational Research Association and the British Association of Social Workers, all of which have long established ethical guidelines. Staff within the UoA have considerable experience of NHS ethics panels for research involving NHS settings, staff or patients. In addition, we comply with the Wellcome Trust guidance on the implementation of responsible and fair approaches for research assessment.

The University is a signatory to the **Concordat to Support Research Integrity** and our Vice-Chancellor chairs UUK's UK Research Integrity Forum. **Research integrity training** (via OUP's Epigeum) has been mandatory for all academic staff and research students since 2016.

Future Plans

The Unit will build on its current strengths, focus and expertise over the next census period. In line with the aims of the UoA as listed above, we will:

- **Increase our interdisciplinary work**, engaging closely with other disciplines (e.g. Computer Science, Law, Engineering and Medicine) to foster new perspectives on our work and to grow new areas of interest. SUSE will soon move into the new Faculty of Humanities and Social Sciences, which will support work with other research groupings and provide opportunities for multidisciplinary collaboration.
- **Strengthen our capacity for impact** through building upon current successful projects and new research projects and increasing the range of partners and service users with whom we engage and work nationally and internationally, and through training and support for staff.
- **Extend our range of funders and partners** through developing inter-sectoral working and developing and delivering research with different partners. Collaborations with other higher education institutions will also be augmented, through regional partnerships with the University of Wales Trinity St David and Cardiff Metropolitan Universities, and collaborative projects supported by Welsh Government.
- **Increase our grant capture** through work with these extended networks and partners.
- **Increase our population of postgraduate research students** through PhD studentships and growing our PGR cohorts in each research groupings, for example Swansea University School of Education (SUSE) will launch a Professional Doctorate in Education.
- **Grow SUSE's scale and reach** with the goal of submitting the School to **UoA23: Education** in the next REF (or equivalent) cycle.
- **Support our researchers** at all levels to excel by continuing to provide research-support resources and seeking feedback from staff and PGRs to identify gaps in this provision.
- **Recruit and retain excellent staff**, by offering appropriate support and training for staff and students, in a collegiate, collaborative working atmosphere, with an emphasis on supporting early career researchers and staff with protected characteristics.

2. People

We pride ourselves on having a collegiate, inclusive, supportive, and stimulating research community, culture and environment. **All 24 Category A eligible academic staff (22.1 FTE) have been submitted to REF2021.** The UoA comprises 22 full-time staff and 2 part-time staff (0.2 and 0.7FTE) on research-based contracts and an increasing number of research students. We seek to support our staff by providing permanent contracts; this not only offers our researchers security but helps us retain talent. All of our Category A staff are employed on permanent contracts.

The career demographic of Category A eligible staff (headcount) at the census date is shown below:

12.5% STAFF - LECTURES

29% STAFF - SENIOR LECTURES

37.5% STAFF - ASSOCIATE PROFESSORS

21% STAFF - PROFESSORS

Staffing strategy

Our strategy in relation to staff takes into account:

- **retain and recruit** talented researchers to augment and sustain established and nascent areas of research strength;
- **ongoing support** and continued professional development of established and early career researchers;
- **expansion of our postgraduate research community**, and support for PhD students; and
- a commitment to **equality and diversity** across all elements of the UoA.

Within the UoA, we enjoy a vibrant research culture and environment, which benefits from a range of measures and processes designed to support **career progression, wellbeing and productive research**. This is based on the University-wide strategy to recruit and retain highly qualified staff (REF5a).

We provide an enabling and growth-based environment for early career researchers (ECRs) and postgraduate Research Students (PGRs), with a system of mentoring and shadowing to allow junior and senior staff to work together as a matter of course and to co-produce research grants, publications and reports. This is demonstrated by the leadership roles early career researchers have in some of the research groupings, e.g., Tyrie leading Children's Rights in Early Years (CREY).

This UoA has a clear strategy for supporting its research culture through investment in staff at all levels. Our strategy seeks **to maintain and extend diversity** across disciplines, consolidate research strengths and grow strategic collaborative areas. As Swansea University School of Education is a recent introduction to the University, there has been a period of rapid recruitment, increasing total staff numbers from four at its inception in 2017, to the current complement of 18 (of whom 9 are Category A staff).

As described in Section 1, the CHHS has also invested in senior research staff to head the Welsh School of Social Care Research and The Centre for Global Burn Injury Policy and Research, following successful research bids. These appointments have strengthened the UoA's reputation

through the concentration of internationally recognised researchers and provide strong support and mentorship for early career researchers and postgraduate students.

Staff development and support

Staff development is supported at University (see REF5a), College and UoA level and is aligned to the **2008 Concordat** to support researchers' career development. Swansea University holds the European HR Excellence in Research badge, which was renewed in 2019 (REF5a).

Training courses for staff and PGR students are mapped to the **Vitae Researcher Development Framework** and include Research Integrity & Ethics (compulsory) and Diversity & Unconscious Bias Training (compulsory for staff involved in recruitment or REF management) as well as continuing professional development courses on leadership, supervision skills, project management and other research-related areas. Staff have benefitted from University-wide schemes promoting interdisciplinarity and innovation through collegial events, funding sandpits, mentoring, and project seed funding.

In line with the University's Code of Practice and our unit Statement of Intent, the team making the decisions on the final selection of outputs all received mandatory unconscious bias training as well as targeted REF specific training on the fair and transparent selection of outputs for inclusion in the submission. The submission comprises the one best-quality output from each Category A submitted staff member with the balance made up of the best-quality outputs from the available pool of eligible outputs that includes outputs of former eligible colleagues.

Staff **applying for promotion** received mentoring and guidance on their applications and have access to an archive of previously successful promotion applications and workshops tailored to promotions preparation. Promotions data are scrutinized according to gender and ethnicity.

Staff are also supported through **biannual Professional Development Reviews** where key performance indicators include publications and impact studies, grant applications and PGR supervision. All staff are supported in their research and impact activities.

Senior researchers have responsibility for **mentoring and supporting staff** in process of developing and translating research ideas into research grant bids. Their work has been supplemented since 2016 by the 'Blue Sky' scheme, which has provided one-to-one coaching to assist in researcher development, and leading in many cases to the support of research grant applications.

All staff on the enhanced research career pathway are eligible to apply for **sabbatical leave** to initiate or complete projects, prepare grant applications, and to plan and develop impact. Sabbaticals are normally for one teaching block, though in exceptional cases applications can be made for two teaching blocks of leave.

Within Health and Social Care Research Swansea, staff can draw upon professional services support from a Practice Development Officer, a Research Development Officer, a Communication and Administration officer and a Senior Project Officer. CIA holds monthly research meetings for all staff and students and fosters national and international research collaborations. In SUSE, there is a structure of professorial leadership with a strong research infrastructure including an active research committee.

Research students

There has been a steady increase in the number of postgraduate research (PGR) students in the UoA since 2014. There are currently 33 PGRs in the unit, with 20.5 students successfully completing their PhDs (REF4a) in the period (compared to 3 completions reported in REF2014, an increase of 583%). A **Professional Doctorate in Education (EdD)**, will recruit for the first

time in the summer of 2021. We are proud to have a thriving female community, of the 20.5 students awarded PhD's in this period, 73% were female, this is partly through gender balanced recruitment panels, unconscious-bias training and recruitment policies sensitive to protected characteristics and neurodiversity. Please note that no disaggregated figures are provided as we have not awarded any research-based professional doctorates in this census period

This growth in PGR numbers has in part been achieved through our participation in the **ESRC Wales Doctoral Training Centre** pathway for Social Work and Social Policy (2010-2017). Since 2014, seven PGR students have been funded through the DTC (two have completed, four are still enrolled and one withdrew). **Other sources of PGR funding** have included the College, University and Wales School for Social Care Research (which has awarded five Social Care PhD Studentships, all with a strong public involvement element and responding to social care issues), as well as private sponsors such as the Healthcare Management Trust and match funding from a charity (The Dollywood Imagination Library), and BRACE-Alzheimer's Research.

Swansea University restructured support for all PGR students during this census period (REF5a); we now have a strong emphasis on ensuring the vitality, sustainability and excellence of our PGR community. The Postgraduate Research Office has a University wide remit, supported by a Dean for Postgraduate Research. Both colleges within the UoA have Directors of Postgraduate Research Students, who each convene a PGR committee, with representation from students as a strong element. PGR students benefit from a wide range of training opportunities and support for employment after their studies. All PGR students benefit from at least two, sometimes three, supervisors. Supervision is supported by robust mechanisms to track and monitor progress via the eVision supervision portal (with monthly updates), which allows scrutiny of progress by the University Research Degrees committee.

Students in CHHS become members of the CHHS Postgraduate Research Academy and have a host of training opportunities and dedicated administrative support. PGR students in SUSE benefit from COAH's College Graduate Research Centre (GRC), which is led by a Director of Postgraduate Research, and staffed by a full-time administrator. The GRC also oversees a **collaborative PhD programme with the University of Central Oklahoma**, including student and local mentor staff visits to Swansea, and the funding of Swansea supervisor visits to Oklahoma. SUSE currently has three doctoral students as a part of this programme, providing another international link for students and staff. The Academy and GRC oversee Induction, Supervision and Progression arrangements and ensure that all research students are made aware of appropriate University courses, generic and transferable skills training, employability training and inter-disciplinary methods training.

Students with disabilities or chronic health conditions are served by **dedicated Disability Officers** at College and University level.

Full-time PGR students have their own dedicated spaces and equipment. PGR students have access to College and University-wide research skills development training programmes, which are mapped to the **Vitae Researcher Development Framework**. PGR students have an elected representative who sits on College Research Committees to ensure that PGR matters feature on the agenda and in discussions. Students are strongly encouraged to make the most of external opportunities and they have taken part in extended training opportunities such as Vitae, the Welsh Crucible, presenting at conferences and working with interdisciplinary teams across universities.

Students are an integral part of the UoA and are involved in College meetings, serve on College research boards and contribute to research group strategy and policy. PGR students are integral members of research centres and groups and actively take part in seminars, workshops and support teaching and supervision of undergraduates and M-level students where appropriate. They are provided with a research allowance to fund conference presentation and research trips.

Equality and diversity

In line with its institutional Silver Athena SWAN Charter award, Swansea University is committed to equality of opportunity, with family- and carer-friendly policies to promote flexible employment, improve the working environment and encourage diversity within the workplace. Within the UoA, the core principles of **inclusivity**, **transparency**, **collegiality**, **equality** and **efficacy** inform all our activities.

The gender split in the UoA has moved from being 39% male and 61% female in 2013/4 to 32% male and 68% female in 2019/20. **Female membership of the UoA has increased significantly during the census period.** We seek to support and retain staff, with all Category-A staff in the UoA on open ended/permanent contracts, and 95% of this staff grouping are on full-time contracts. Most staff in CHHS are female, with an increasing proportion at Professorial level (in 2012 30% of professors were female, rising to 47% in 2016). The professoriate in SUSE comprises 1 female (1.0FTE) and 1 male (0.5FTE). 9% of members of eligible staff in the UoA have a declared disability.

Since 2015, CHHS has funded 15 academic staff on the Aurora leadership programme, which specifically supports women to progress in their careers as part of the University's strategy for closing the gender pay gap. Swansea's **Mary Williams Award** also supports the career development of colleagues and/or students with a particular focus on removing barriers that prevent development. Swansea University provides online Marshall training in Equality and Diversity and CHHS has the highest uptake for this training across the university.

Aligned to the University policies on inclusion and diversity, CHHS achieved its own **Athena Swan Silver Award** in April 2017 and has made wide scale improvements to equality in the workplace, supporting research and teaching within the UoA. SUSE, as part of COAH, is supporting preparations for a College bronze submission.

The University has child-care nursery facilities, a childcare voucher scheme and offers flexible and job-share opportunities. CHHS has pioneered the development of a carers' passport, to generate support mechanisms for relevant staff, a program being adopted as best practice across the University. In addition, regular social events and activities are provided to boost mental wellbeing for staff and create supportive cohesive teams that are inclusive and accessible.

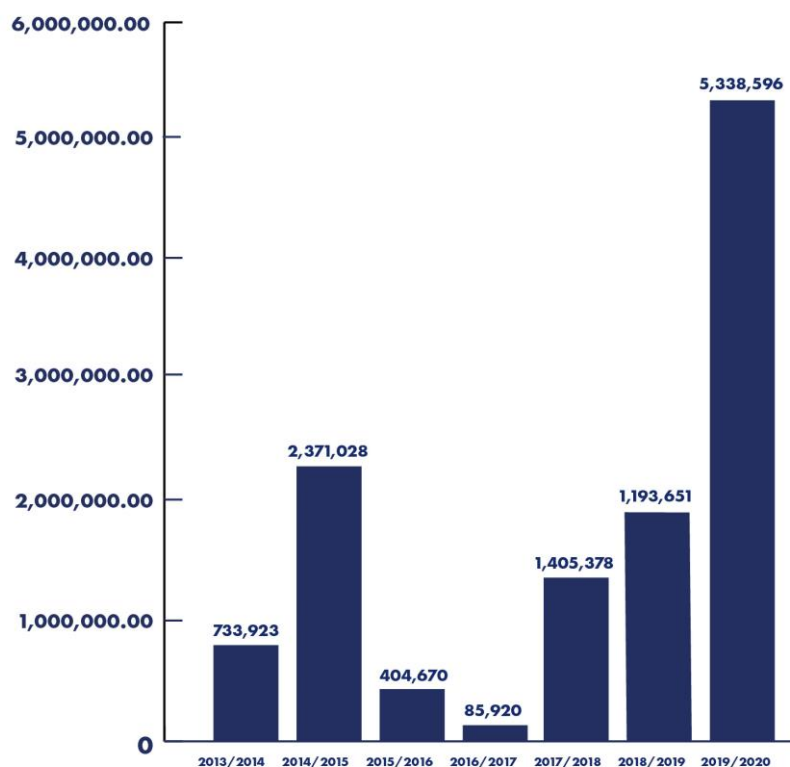
The University's promotions policy and PDR processes take into account career breaks and extended periods of absence and enable colleagues to adapt their working patterns according to individual needs. We paid close attention to issues of equity and diversity in preparing our REF submission; our procedures were informed by the University's Code of Practice, which is based on the three principals of **transparency**, **consistency** and **accountability**. To ensure this process, the Statement of Intent was circulated and available to all staff, and all outputs have been assessed in a consistent manner by appropriately qualified and experienced personnel.

Our staff also benefit from the University's **LGBT+** Staff Network, which holds social events and training, and offers confidential support and advice to all staff, not just those identifying as LGBT+. These and other practices sustain the University's place in the top 50 of Stonewall's Workplace Equality Index and its membership of Stonewall's Diversity Champions programme.

3. Income, infrastructure and facilities

The UoA has attracted research **grants of £11.5m** during the census period. The annual Research Income (REF4b) is £974,312. SUSE is already making a strong contribution to research income, with over £500,000 in grants awarded to date, and with clear capacity for growth. Our continued success in securing grant awards has been supported by structures both within the UoA and the University more widely.

GRANTS AWARDED



Research strategy and income

The Research strategy within the UoA has been outlined above and conforms to that of Swansea University (REF5a), which is focused on supporting staff to produce world-class research; this is also embedded in our teaching and the experiences of students studying with us. Our strategy aligns with key external priorities, including those from the Welsh Government, toward a research-informed teaching work-force, and supporting the Wellbeing of future generations Act (Wales) and the Welsh Government's desire for HEIs to deliver on issues of social justice.

In 2015 the University's Department of Research Engagement and Innovation Services (REIS) established College-based **Research Hubs** to support researchers in applying for competitive grant funding. Each Hub comprises a Hub Manager, Research Development Officer, Research Support Advisor, Bid Writer, and Impact and Engagement Officer. The Hubs support researchers to achieve their research income targets and assist them in developing and implementing impact activities. This support also forms part of the UoA's commitment to supporting the transition of ECRs to independent researchers.

The Research Hubs provide support for research **income generation and impact**. They run regular information and training sessions for staff and deliver briefing events for specific funding opportunities. A one-to-one 'Blue Sky' mentoring programme has supplemented this support with personalised advice to staff, from individuals' research strategies to specific applications. The

Hubs also promote the take-up of University **pump priming funding** opportunities provided by the Swansea University Research Generator Excellence (SURGE) fund; the institutional EPSRC Impact Acceleration Account, HEFCW GCRF funding for international development-related projects, and the Florence Mockridge Fellowship Network. The Hubs also promote awareness of the University's EPSRC CHERISH Digital Economy funding for research projects with computational content, and of the **Strategic Partnerships funding** for collaborative research with colleagues in partner universities in Texas and Grenoble.

Additionally, staff in SUSE benefit from the College of Arts and Humanities' **Research Environment Fund** (which provides centres and groups up to £1500 per annum to develop events and activities) and **Research Impact Fund** (which provides resources to support research impact platforms, case studies and emerging research impact).

As a result of the enhanced support available to researchers, the UoA has received research grants from a **wide range of funders**, both national (e.g., Welsh Government, Health and Care Research Wales, the National Institute for Health Research) and international (e.g., Erasmus, European Regional Development Fund), as well as from third-sector organisations such as BRACE-Alzheimer's Research and the NHS.

Notable successes include:

- The **Research into Practice** centre consolidates research from across the School of Education and holds within it over £190,000 of grants, funded through Welsh Government and the Education Regional Working Consortium (ERW). Larger grants in this Centre include £50,000 for work on All-Age schools in Wales, which is complimented by an Erasmus grant for research in All-Age school in Wales, Murcia and Iceland, and the National Professional Enquiry Project (£73,000, funded by Welsh Government). **Educational Policy and Practice (EPP)** has, in the space of less than three years, acquired research funding of £75,000, through three main projects: 'Teacher Training Incentives' in Wales (International Policy Context), an Education Workforce Council grant of £25,000, and a Welsh Government funded study of the impact of the COVID-19 pandemic on the future provision of initial teacher education in relation to parental engagement (£50,000).
- The **Centre for Ageing and Dementia Research (CADR)** is a £3m, Health and Care Research Wales-funded Centre. During the period, the UoA secured a further five years of funding (to 2025) to support new **multidisciplinary** and **interdisciplinary** research initiatives.
- Part-funded by the European Regional Development Fund (ERDF) through the Welsh Government (£4.5m), The **Arwen Institute** brings researchers together with older people and the creative industries to co-produce products, services and environments for an ageing population through research and development.
- In 2016, Health and Social Care Research Swansea secured £3m from Health and Care Research Wales to establish the **Wales School for Social Care Research**, and a further £2m from the National Institute of Health Research for a three-year programme to establish a **Global Health Research Group on Burn Trauma** in partnership with Interburns, the world's leading global organisation for burn care and prevention. It is the only such Centre in the world that focuses on global burn injury.
- Funding (£27k) from the New Zealand Ministry of Business Innovation and Employment (MBIE) brings together expert researchers in ageing from the UK, Canada, and New Zealand and Swansea University to investigate the housing needs of older people, particularly in regard to the ways in which housing contributes to social participation and social engagement.

Infrastructure and facilities

The Unit benefits from access to significant infrastructure investments made by the University in the period (see REF5a), including:

- The **Computational Foundry**, a £32m investment supporting research, innovation and teaching in computational sciences, and home to the interdisciplinary EPSRC CHERISH Digital Economy Centre. Work with the Foundry directly supports work in relation to the digital skills and STEM curriculum reform, as well as wider digital society, culture and economy focused public policy work.
- The **Active Building** project, including the UK's first energy-positive Active Classroom and Active Office on the University's Bay Campus. CIA is involved with the project to examine the impact of active buildings on older people with the aim of understanding how active building environments can influence and modify older people's energy behaviours and their day-to-day practices.
- The **University's Great Hall** (Bay Campus) and the dynamic and inclusive exhibition and public space at **Taliesin Create** (Singleton Campus), which facilitate the dissemination of our research and public engagement.



Photograph: Computational Foundry

Through Swansea's leadership of the WEFO-funded The Arwen **Institute**, we are creating a state-of-the-art, custom-built **Living Lab** on our Singleton campus. This research facility places older people at the centre of innovation. In the next census period, it will provide:

- a highly flexible space to develop products in different simulated environments, such as a home, workplace, shop, health and social care environments, and public places;
- a virtual reality (VR) facility, which will develop opportunities with the creative industries to build and experiment in virtual environments, explore new possibilities in the world of VR gaming, and create VR content that is desirable, suitable and accessible to older people; and
- a café lab, which offers a relaxed environment for co-creation between diverse stakeholders including older people, carers, designers, commercial and non-commercial organisations and researchers.

The Living Lab will support the development of marketable new technologies that have ecological validity because they have been developed in 'real-life' environments. The lab will provide a cutting-edge collaboration space that will be an exemplar of how to engage a diverse range of stakeholders in research development, from the creative industries to members of the public.

4. Collaboration and contribution to the research base, economy and society

Research within the UoA is interwoven with collaborations with national and international groups of academics, service users, policy makers and other stakeholders.

Academic collaborations, networks and partnerships

Our researchers collaborate with **international groups**, including the World Health Organisation, the International Association of Gerontology and Geriatrics (IAGG), the Alzheimer's Society's Scientific Board and its Biomedical Grant Board, BRACE-Alzheimer's Research Scientific Board, The International Working Group on Social Exclusion, the International Network on Rural Aging, Save the Children, Welsh Government, First Minister (Scotland), and the Gerontological Society of America.

The research expertise of our staff is recognised through their involvement in **influential UK and international committees**, and as collaborators, consultants and advisors for projects across the world. For example, the Centre for Innovation Ageing (CIA) is part of the UK Centres of Ageing Network and is designated as a Centre of Excellence for both teaching and research under the IAGG's Global Ageing Research Network Scheme. In addition to the world-leading research of the CIA, the centre is engaged with the development of networks in Wales, the wider UK and globally. This allows for the impact of the research conducted in the centre to be far reaching and positively affect the lives of older adults beyond the traditional scope of an academic research centre.

We have generated new (and consolidated existing) **collaborative links** with other world-leading centres of excellence such as the World Health Organisation, the European Regional Development Fund and the International Working Group on Social Exclusion, with the public and voluntary sectors, and with industry and business. As an example, the Erasmus funded project developed within SUSE has investigated the provision of 'All Age' schools in three countries with academic partners in Spain and Iceland.

Centre for Ageing and Dementia Research (CADR) works to support the care needs of an ageing population. It involves and engages the public to ensure that our research addresses the needs of older people, people living with dementia and carers, and assists the transfer of research findings into clinical and social care practice in Wales. This work involves and **engages policy makers, businesses, clinicians and other practitioners** to improve services for older people in Wales.

CIA collaborated with 30 other partner countries in the Cost Action *Reducing Old-Age Social Exclusion: Collaborations in Research and Policy (ROSEnet)*. ROSEnet was funded by the European Commission for 4 years from April 2016. The project engaged with researchers and policy stakeholders to develop shared understandings and to **direct the development of new policy and practice interventions** that can be practically and effectively implemented, for reducing exclusion in diverse European ageing societies. Members of the Unit are also members of the European Innovation Partnership on Active and Healthy Ageing (EIPAH).

The Centre for Global Burn Injury Policy and Research has delivered projects in Nepal, Palestine, Ethiopia, Sierra Leone and Afghanistan, focussing on capacity building and quality improvement, burn prevention and burns in conflict, and mass casualty burns.

Staff in SUSE have a special interest in supporting school and other learning-centred practitioners. Jones leads the consortium of all Welsh universities that will be delivering the new, joint master's programme in Education in 2021 (the first master's degree to bring all HEIs in a country together to jointly deliver one programme). Staff also work closely with Welsh Government to support schools: Crick has been leading on the integration of IT across the new curriculum and is an expert panel member to the Review of Digital Innovation and the Future of

Work in Wales. He is also a commissioner for the National Infrastructure Commission for Wales, and chairs the Science, Technology and Curriculum Reform group for Welsh Government.

The two-year **Leading Collaborative Learning** project in SUSE, funded by Welsh Government and sponsoring a PhD student, examines the way in which teachers' professional learning is changed or enhanced through the use of different instructional strategies. SUSE is also leading on a major two-year study of all age schools which will culminate in a report to Welsh Government in 2021 as well as leading on a Welsh Government collaborative project to examine the impact of COVID-19 on the integration of concepts of parental engagement in learning into initial teacher training.

Members of the UoA have served on advisory boards for Welsh Government, the First Minister of Scotland, as well as advising governmental, charitable and industrial bodies worldwide.

Staff in the UoA are involved in several consultancy-based projects that aid research, working with bodies such as Care and Repair Cymru, Great Western Railway, Health Services Executive Ireland, , the Biomedical grant board and Scientific committee for the Alzheimer's Society and BRACE-Alzheimer's Research charities, Mercedes Benz and the Greater Manchester Ageing Partnership.

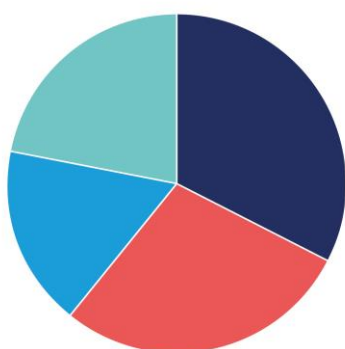
In all cases these relationships build a foundation for research informed practice and the learning that comes from consultancy work is translated into research communities through seminars and workshops.

Contributing to the sustainability of the disciplines

Members of the UoA have published widely during the Census period, and to good effect, as shown in the Scival data below:

The first figure shows the level of international collaborations in our outputs, which is very high for the sector. The second figure shows the overall research performance. We have improved our performance over the census period. Moreover, this second figure gives an indication of the impact of our work, as it shows that work from members of the UoA is highly cited.

Scholarly Output in UoA20 - Complete, by amount of international, national and Institutional collaboration



Metric		Scholarship Output	Citations	Citations per publications	Field Weighted Citation Impact
International Collaboration	32.8%	134	1,808	13.5	2.94
Only National Collaboration	26.6%	109	655	6.0	2.15
Only Institutional Collaboration	19.1%	78	429	5.5	1.39
Single Authorship (No collaboration)	21.5%	88	307	3.5	1.07

The Citation impact of publications from collaborative work and single authorship are all above the global average for the field. Of particular note is the citation impact of International Collaboration which is 194% higher than the global average.

As shown in Section 2, the groups within the UoA act to support researchers at all stages of their careers, from PGR students at the beginning of their studies through to the continuation of an emeritus professoriate. The contribution to the disciplines within the UoA is varied, and includes:

Overall research performance

Entity: UoA20 - Complete. Year range 2014 – 2020. Data source: Scopus.

 **409**

SCHOLARLY OUTPUT

 **24**

RESEARCHERS

2.03FIELD-WEIGHTED
CITATION IMPACT**3,199**

CITATION COUNT

7.8CITATIONS PER
PUBLICATION

Anything above '1' in a Field-weighted citation impact, is above average in relation to the academic discipline. Therefore this UoAs' citation impact is 103% higher than the global average for the field.

Learned Societies

Members of the UoA hold leadership positions in national and international groups, including:

LEADERSHIP OF LEARNED SOCIETIES	FELLOWSHIPS AND SENIOR FELLOWSHIPS	MEMBERSHIP
Applied Philosophy Society	The Royal Society of Arts	Alberta Association on Gerontology
Association for Social and Political Philosophy	The British Psychological Society	Animals and Society
Early Career Researchers in Ageing	The Gerontological Society of America	Association for Language Learning
Scientific Advisory Group, International Crisis Response Network of Psychologists	International Sociological Association	Association for Social and Political Philosophy
Children's Rights in Early Years network	The Academy of Social Sciences	British Education, Leadership and Management Association
Global Social Issues on Ageing, International Association of Gerontology and Geriatrics	The Learned Society of Wales	British Psychological Society
International Congress of School Effectiveness and Improvement	The Chartered College of Teachers	British Society for Research not Learning Mathematics
Waikato Ethnomethodology and Conversation Analysis Group	The Higher Education Association	British Society of Educational Studies
British Society of Gerontology		British Society of Gerontology
New Zealand and Iranian Longitudinal studies in Ageing Science		British Sociological Association
Welsh Government Technology Curriculum Reform Group		Canadian Academy of Health Sciences
		Co-Operative Action Lab at UCLA
		Gender and Education Association

		Gender and Education Association
		International Association of Gerontology and Geriatrics
		International Professional Development Association
		International Sociological Association
		Social Policy Association
		Society for Applied Philosophy

Additional accolades in the UoA include a National Teaching Fellowship, BAS Science and Media Fellow, RSA Centenary Young Fellow, and Winston Churchill Memorial Trust Fellow.

Peer review for grant awarding bodies

Members of the UoA offer their expertise as peer reviewers for a wide range of national and international grant awarding bodies. This not only supports the sustainability of the disciplines, it allows staff to keep abreast of the most current research in their fields. Inclusion as referees for a wide range of international bodies points to the standing of members of the UoA, both nationally and internationally. Members of the UoA have acted as referees for agencies and groups including:

NATIONAL AWARD GRANTING BODIES	<ul style="list-style-type: none"> • UKRI • ESRC • EPSRC • NERC • MRC RAPID COVID RESPONSE TEAM • HEALTH & CARE RESEARCH WALES • NATIONAL INSTITUTE FOR HEALTH RESEARCH • HIGHER EDUCATION COUNCIL • LIVES
	<ul style="list-style-type: none"> • NATIONAL FUND FOR SCIENTIFIC RESEARCH IN BELGIUM • SWISS NATIONAL SCIENCE FOUNDATION • ACADEMY OF FINLAND • FORTE (SWEDISH RESEARCH COUNCIL FOR HEALTH, WORKING LIFE AND WELFARE) • NATIONAL UNIVERSITY OF IRELAND • GERMAN SCIENTIFIC BOARD • CANADIAN SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL

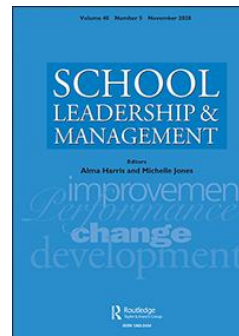
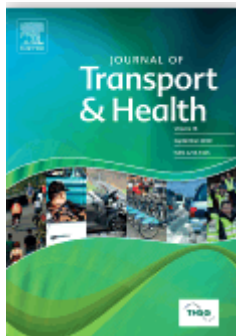
Staff have also acted as peer reviewers for a wide range of national and international journals, and support PGR students to act as reviewers alongside staff and in their own right.

Service on Editorial Boards

Members of the UoA serve on the Editorial Boards of a range of publications, including:

- Ageing & Society
- International Journal of Aging and Later life
- International Journal of Social Research
- Journal of Transport and Health
- Methodologies
- Quality in Ageing and Older Adults
- Research on Children and Social Interaction
- Research in Transportation Business & Management
- School Leadership and Management (which is housed within the UoA)
- Social Research Methodology
- Social Theory and Health
- Welsh Journal of Education

Additionally, Crick is Editor-in-Chief of The Computer Journal, Musselwhite is Editor-in-Chief of Journal of Transport & Health, and Harris and Jones are the editors of School Leadership and Management.



Keynotes and invited papers

Staff frequently provide keynotes and invited papers, locally, nationally and internationally. During the REF period, these have included papers throughout the UK, Ireland, Australia, Europe, Taiwan and Qatar.

Other activities

We engage with users outside academia through a range of approaches, including **seminar series**, using **social and electronic media** to disseminate findings and collaborate with users, and interacting with groups as diverse as service users for housing associations in France, and the UK House of Lords (see our impact case studies). Members of the UoA have also provided **evidence, briefings, advice and training** to the First Minister of Scotland, Save the Children, the Education Endowment Fund, Welsh Government, and the Sutton Trust.

The UoA facilitates staff to provide plain English summaries or blogs surrounding research progress and research outputs, including contributions by a SUSE PhD student to a methodological blog for the British Educational Research Association. Our social media reach extends to c.420,000 followers. Public engagement is further bolstered by the University's partnership with *The Conversation*, where our staff are encouraged to contribute articles about their research: Calder, Musselwhite, Goodall and Ward have written 11 articles between them,

reaching a readership of more than 51,000 people. Making our research open fulfils **our public mission** in the sharing of knowledge and will generate opportunities for collaboration and impact.

Staff acted as **external PhD examiners** for 20 UK and nine international universities, and as programme examiners for six programmes at other universities during the census period.

The Unit hosts a number of **seminar series**. CADR hosts a monthly seminar series on topics of ageing, which has attracted international speakers, and a wide variety of audiences including older people themselves, along with those from businesses, policy and practice and researchers at a variety of different levels across the UoA and wider university. The Centre for Innovative Ageing (CIA) and the Psychology department host the Dementia Research Group which provides multi-disciplinary training in research and ethics and produces public seminars and scientific conferences.

The Society, Policy and Practice seminar series, within the Health and Social Care Research Swansea with a reputation for quality international speakers from a range of disciplines speaking to a diversity of policy relevant topics. SUSE staff have also given more than 25 invited talks/keynotes since 2017, including work nationally and abroad (Australia, Sweden, Qatar, and the United States).

COVID-19

Within the UoA, staff have mainly worked at home throughout the COVID-19 crisis, following guidelines from NHS Wales and Swansea University. The University has instituted extra support for PGR students during this time, and supervisory staff have added meetings to the usual schedule to ensure that students are supported and continue to be engaged in their studies.

UoA members have been at the forefront of the public and academic response to the COVID-19 crisis, particularly in relation to the impact on schools and education more generally. Harris served as one of four experts on the review panel for Welsh Government's Independent Review of the award of grades for summer 2020. Staff members in SUSE, working with colleagues from Bristol University, have authored a series of articles and conference papers examining the impact of the move to online provision for the HE sector. Research on the impact of the pandemic on initial teacher training and the experience of staff, parents and children in the early years, is ongoing.