REF2021

Institution: University of Bristol
Unit of Assessment: 20: Social Work and Social Policy
1. Unit context and structure, research and impact strategy

1.1 Overview

The School for Policy Studies hosts a multidisciplinary community of scholars who seek to impact policy and practice by undertaking excellent research across a range of social policy domains. Academic disciplines include social and public policy, social work, childhood studies, disability studies, criminology, and social gerontology. Our focus is both on the determinants of social problems and the responses to them from governments, policy makers and practitioners. Our work benefits from strength in a wide range of both quantitative and qualitative methods, and we use these approaches to design and evaluate interventions in social policy and social work. Our multidisciplinary orientation is distinctive and brings defining expertise in understanding the intersections of theory, policy, and practice.

Research and impact activity are focused around six research centres (Children and Families, Gender and Violence, Health and Social Care, Norah Fry Centre for Disability Studies, Poverty and Social Justice, and Urban and Public Policy) to which all staff belong. The centres address social challenges ranging from the local to the global and provide a home for intellectual synergy and support. Research Centre Heads are members of the School's Research and Impact Committee, which is chaired by the Research Director and includes the Directors for Impact, International Research and Research Ethics. This ensures coherence and alignment between the work of the Centres and the School's research and impact strategy.

The Research Director is a member of the School's Senior Management Team, which is responsible for the allocation of resources, including staffing. A Research Manager, Research Communications Officer (both new posts since REF2014) and four Research Administrators support research. Research projects are governed by the University's Research Governance Procedures (see the Institutional Environment Statement, REF5a). All proposals are reviewed by the School Ethics Committee and, where necessary, escalated to the Faculty equivalent. A number of staff publish on ethical issues in conducting sensitive research; and as Chair of the Faculty Ethics Committee, **Williamson** plays a key role in promoting ethical practice across the social sciences at Bristol. All research staff and research students undergo mandatory training in research integrity, data safety and ethics.

1.2 Research aims, objectives, achievements and new directions since REF2014

Since REF2014 our research aims have been to advance theory, generate innovative, high quality, internationally relevant research within a sustainable and collegial research culture, and influence policy and practice. Our strategic research objectives during this assessment period were to:

- **Extend the focus and range of our research** whilst maintaining current strengths.
- **Leverage the interdisciplinarity of our research** to better address the social challenges we face and integrate social sciences within other fields.
- **Extend our global reach** ensuring our research responds to global challenges and achieves impact of international reach and significance.

Extending the focus and range of our research

Since REF2014 we have increased the number of active researchers by nearly a third (see section 2). Alongside a strategic approach to appointments, this has enabled us to maintain critical mass in core areas and develop new and innovative research in all our research centres. The examples used here are primarily organised by centre and illustrate the interdisciplinary collaborations of colleagues across the School (new staff appointed during REF period are *italicised* below).

- The **Centre for Children and Families** has continued to advance its long-standing research on children in public care, e.g. through further investigation of educational outcomes in looked after children (**Berridge,** Nuffield £473K), and on kinship and mental health in looked after children (*Wijedasa, ESRC, £136K*). New research focusing on child welfare in Sub-Saharan Africa, investigates how neglect is conceptualised in local contexts (*Sharley/Ottaway, Twum-Danso Imoh*). Both *Wijedasa* and *Roy* bring new quantitative expertise including in data linkage and *Symonds* and *Dermott* bring a new focus on fatherhood, e.g. extending the use of conversation analysis to increase engagement of fathers in social care (NIHR, £20K). **Watson** has received further AHRC funding to develop the creative use of digital tools to represent the life story of vulnerable children, 'TROVE' (£160K). **Staines** has extended her work on youth justice to investigate discharge of care orders (Nuffield, £276K). *Dermott* links with other School centres to further develop research on families, gender and poverty, as part of the ESRC Research Centre for Micro-Social Change co-led by Bristol (£6.2M, 2019-2024).

- The **Norah Fry Centre** has extended its research on social care and disability and strengthened its influence on policy and practice. Building on the success of the Confidential Inquiry into the deaths of people with learning disabilities and development of new complex case review methods, **Heslop** led the 5-year National Learning Disability Mortality Review (LeDeR, Healthcare Quality Commission, £3.9M). Other significant projects are focused on research-led social change including **Williams** tackling multiple areas of disability practices (ESRC, £1.1M) and **Tarleton's** leadership of research and support network for parents of children with learning disabilities (Esmee Fairburn, £484K). **Abbott's** continued leadership of the 2nd and 3rd phase of the NIHR School for Social Care Research (SSCR, ~£5M) at Bristol (2014-2024) is an example of collaboration across centres and disciplines. This has been to the benefit of ECRs, e.g. *Webb* has been supported to extend his Vice Chancellor's fellowship (see REF5a) with an ECR award (NIHR, £28K) working on innovative co-produced projects focused on dementia.

- The **Gender and Violence Research Centre** has expanded research on male victims and perpetrators including development and evaluation of interventions with perpetrators with the support of SafeLives (**Hester, Williamson**), developed wider concepts of justice (**Aghtaie, Hester, *Mulvihill*, Williamson**, ESRC, £730K), and mapped prostitution and sex work (**Mulvihill, Hester**, Home Office, £139K). The international focus of research has been further extended with **Sardinha** working with the World Health Organisation on cross-national attitudes to intimate partner violence (ESRC**,** £433K) and responses to gender-based violence in the context of migration (**Aghtaie, Begikhani, *Canning*, Williamson,** GCRF £239K, British Academy, £24K).

- The appointment of *Aboderin,* in the **Centre for Health and Social Care,** has extended the Centre's gerontology research to international and comparative research in Africa. **West** has joined the other centre fellows (**Cameron, Macdonald, Willis**), in the third phase of the NIHR School for Social Care Research, bringing further theoretical expertise and a focus which complements **Willis's** recent research promoting social inclusion and equality in care home environments (ESRC, £603K). **Macdonald** provides continuation of expertise

in experimental design and systematic reviews, and adds capacity in relation to the development and evaluation of complex social interventions, e.g. a feasibility study of an intervention designed to improve outcomes for care leavers by improving the skills of their personal advisors (NIHR, £687K).

- The **Centre for Poverty and Social Justice** has substantially enhanced its research capacity and output on social harm (zemiology), and social justice (***Large, Carver, Kirwan, Harkness, Large, Klantschnig, Miller***), to align and extend existing research on social justice of counterfeiting (***Large***), indebtedness (***Kirwan***), corporate and state power (**Miller**) and female genital mutilation among Somali communities (***Carver*, Pantazis**). New international comparative research includes **Harkness's** examination of dynamics of inequality across the life course in European countries (NORFACE €1.4M), and the criminalisation of the drug trade in Nigeria and Niger (**Klantschnig,** ESRC, £216K & £519K). **Singleton** is coordinating 16 international partners in the Worldwide Universities Network, to address global migration policy, including hidden dimensions of migration, and **Gordon, Fahmy, Eroglu and *Zhang*** continue to the extend the international reach of their research on multi-dimensional poverty measurement (e.g. UNICEF $179K).

- **Urban and Public Policy** is addressing pressing new questions in the urban environment including the use of digital technologies and smart cities (**Marsh**) and governance (**Sweeting/Ayres**). The Centre has extended its international research including comparative work in Nigeria (***Peiffer***), Spain (***Berglund***), Mexico (**Marsh**), China/USA (**Wang**) and Japan (**Izuhara/Kennett**). **Ayres** is also leading a major work package on the inter-disciplinary project to tackle the root causes upstream of unhealthy urban decision making (£6.7M, MRC, 2019-2024).

Extending as well as strengthening the focus of our research also fits with our overarching aim to lead in effecting social change and demonstrate exemplary approaches to user engagement and co-production (see section 4). Specific objectives to support this aim and accelerate impact during the REF assessment period, include embedding impact at all stages of research grants (e.g. collaboration with non-academic partners on bid development, co-writing, stakeholder involvement at all stages of the research project including dissemination). This has been exemplified in our impact case studies, e.g. **Heslop (ICS: Evidence of premature deaths in people with learning disabilities informs major reform of health policy and practice in England),** where stakeholders were involved throughout the research process and dissemination is promoted via multiple accessible channels, e.g. YouTube and in collaboration with the Misfits Theatre group comprised of learning-disabled actors. Maintaining strong local links and continuity of user engagement and impact, is consistent with the University's commitment to the principles of a civic university (see REF5a). We collaborate with local councils and organisations as well as embed our research directly in local governance. e.g. **Sweeting's** research on mayoral governance.

Leveraging the interdisciplinarity of our research

Cross collaboration between centres, leadership in UoB interdisciplinary research institutes and collaboration with external academic and non-academic partners (see section 4), underpins our interdisciplinary work. Our commitment to interdisciplinary working ensures that our research is particularly well-placed to better address social challenges which often need the lens of more than one discipline, including social harm and social justice, care and welfare across the lifespan, and governance and policy processes.

Increasingly, members of the School collaborate with colleagues across the Faculty and wider University. For example, **West**, alongside colleagues in Medicine, Population Health, Economics,

and Arts has created virtual compassionate communities for the bereaved in the context of a global pandemic; **Lucas** has worked with colleagues in the Dental School, consultants in public health, Bristol City Council, and community groups to deliver an integrated network for reducing inequalities in early years health and wellbeing; and with engineers and virtual reality developers, **Watson** has developed an immersive dance technology programme for young people at risk of criminal exploitation. We also have leadership roles in large inter-disciplinary research projects with multiple academic and non-academic partners (see section 4) to investigate major societal challenges, including unhealthy urban environments (**Ayres,** MRC, £6.7M), housing policy and practice (**Marsh,** ESRC/AHRC/JRF, £7M) and labour markets and family change (**Dermott, Harkness,** ESRC, £6.2M).

Our ability to embrace interdisciplinary working is facilitated by our expertise across research methods, including longitudinal studies, experimental designs, observational and qualitative studies, and the secondary analyse of data and systematic reviews. Examples include: using randomised controlled trials (RCTs) to assess the effectiveness of complex social interventions, such as the DfE-funded evaluation of a structured approach to assessment in child protection (**Macdonald,** DfE, £343K); **Carpenter** and **Patsios's** trial of therapeutic intervention for child sexual abuse (NSPCC, £275K) and the innovative RCT to evaluate 'Drive' – an intervention with high harm perpetrators of domestic abuse (**Hester**, SafeLives, £245K). **Berridge's** work integrated secondary analysis of national data and in-depth qualitative work (with the Rees Centre at Oxford) and impacted on policy changes to better monitor the educational outcomes for looked after children (Nuffield, £314K). Further inter-disciplinary research in collaboration with the Bristol Medical School data linkage team, DfE and the NHS, successfully linked national records of children in care with their mental health records for the first time to monitor mental health outcomes (**Wijedasa**, ESRC, £136K). Systematic reviews increasingly form part of inter-disciplinary bids and expertise in the School, including **Macdonald** (lead for Cochrane Developmental, Psychosocial and Learning Problems Group, Public Health Agency Belfast, £763K).

Our methodological expertise has enabled us to take significant management and leadership roles and champion social science within new University-wide cross-disciplinary strategic research initiatives (see REF5a). For example, **Gordon** is Director of the Bristol Poverty Institute; **Cameron** is co-lead for the Bio-ethics, Biolaw and Biosociety research strand within the Elizabeth Blackwell Institute for Health Research**; Dermott** leads on major bids for families for the Bristol Digital Futures Institute (BDFI) and **Watson** is on the Steering Committee for the Brigstow Institute. Since REF2014, our involvement in cross-UoB interdisciplinary Mental Health and Social Care Research networks has resulted in success in a number of large-scale awards, including the NIHR School for Social Care Research. These structures provide a platform for sustainability and innovation in cross and inter-disciplinary research, as well as an outstanding environment for postgraduate and early career researchers.

Extending our global reach

We now have research links to 60 countries across all continents (Elsevier fingerprint 2020 and https://research-information.bris.ac.uk/en/organisations/school-for-policy-studies/network-map/). Our global reputation amongst academics and employers is reflected in our significantly improved QS ranking to a consistent top 20 position in recent years (16th in 2018). This has been achieved by building strong international relationships, use of International Strategic development pump priming funding provided by UoB and significant success at winning external funding from multiple agencies. For example, our international reputation for work on the multidimensional measurement

of poverty has extended its global reach and significance (**Eroglu, Fahmy, Gordon, Patsios, Zhang**). As well as widespread adoption in Europe as the EU's first ever measure of child deprivation these measures were approved by 40 EU legislatures (UN Economic Commission for Europe, 2019). Internationally, new data has been generated in collaboration with Nation states for Africa (e.g. ESRC GCRF, £200K), Oceania and South America (GCRF, £34K), often with the support of international organisations such as UNICEF and the UN (e.g. UNICEF Uganda, $179K). Alongside ESRC Impact Acceleration Account (IAA) support this research underpins the international reach of the impact case study (**ICS: Multidimensional measures of poverty and deprivation have informed policy makers and policy initiatives globally**).

East Asia continues to be a major focus of our social policy research and international collaboration. For example, **Kennett** is working with colleagues at Hong Kong Polytechnic University, on gender equality, the labour market, and everyday lives in China, Hong Kong, South Korea and Taiwan; **Izuhara** is collaborating with Kobe University on the role that housing plays in economic and social processes in a post-growth society in Japan; and **Wang** works with academics from South China University of Technology in China on measures of urban segregation in China Partnering with international colleagues on successful grants has also underpinned new research on issues of global significance with local specificity in South America. For example, **Marsh** is leading the first ever ESRC-CONACYT collaboration to understand citizen oriented smart city innovation in Mexico (ESRC, 364K) and **Gumy** is exploring over indebtedness across Latin America (Inter-American Development Bank, £14K).

Since 2014, we have significantly expanded our research focused on Africa. With a £1M philanthropic donation, the interdisciplinary Perivoli Africa Research Centre (see REF5a), was launched in February 2020 with the appointment of **Aboderin** as Chair in Africa Research and Partnerships and PARC Director. The Centre's mission is to develop and expand interdisciplinary research in partnership with universities, international agencies, charities, governments and organisations across Africa. The location of Aboderin within the School reflects emerging international research from new colleagues further enhancing our profile. For example, **Klantschnig** has ESRC funding for two research studies in Africa, one focused on transnational and organised crime in West Africa (ESRC, £519K), and one on Cannabis and Development in Nigeria, Kenya and South Africa (ESRC, £216K). **Peiffer** is researching governance and corruption in developing countries, with a focus on Uganda (Department for International Development, £48K); **Sharley** (ECR) is undertaking post-doctoral research on child neglect in Namibia with support of Global Challenges Pump Priming Fund (£5K) and is now working with Aboderin and PARC to extend her focus to other sub-Saharan countries. **Twum Danso-Imoh** has brought further theoretical strength in relation to understanding global childhoods and welfare in Ghana and Nigeria (British Academy Mid-Career Fellowship, £118K, Social Sciences and Humanities Research Council of Canada, £214K).

Open research
We have increased open access for all research outputs (now >90%) and improved data protection and management practices, in line with UoB Open Research initiatives (see REF5a). A successful example of open data policy is the ESRC-funded Poverty and Social Exclusion Survey, which developed software to facilitate the easy interactive exploration of UK poverty data on the web. The website has received over 2.5m page views from over 190 countries/web domains and has been used extensively by UK universities and schools as well as by UK exam boards to set A-Level questions. A significantly revised and updated University research repository means that research

projects and datasets have structured keywords applied, ensuring that relevant information surfaces in academic profiles and web searches.

1.3 Future Strategy
Our strategic goals for the next five years are to:

- increase our international research activity;
- extend our inter-disciplinary research;
- further support the development of PGR and early career scholars;
- influence policy and practice to make a difference to people's lives.

Increasing our international activity
Future activity will further strengthen the partnerships we are developing with low/middle income countries and academic institutions, particularly in sub-Saharan Africa both to undertake research and support student and staff exchange. The Perivoli Africa Research Centre (PARC) led by **Aboderin** will be central to achieving this; acting as a catalyst and forum for interdisciplinary inquiry, practice and mutual learning, predicated on mutual respect and inclusion to accomplish Africa's priority agendas. Similarly, the new Transforming Social Inequalities through Inclusive Climate Action (TSITICA, Global Challenges Research Fund, £2.1M) programme (for which **Gordon** is the lead for poverty research) will address key issues at the nexus of climate change, sustainable livelihoods, poverty and inequality. Ultimately, TSITICA's aim is to create a better understanding of how to improve livelihoods and equitable benefits from climate interventions for the most vulnerable and poor, contributing to the UN's climate goals of the Paris Agreement and the ambition of the Agenda 2030 of leaving no one behind.

Extending our inter-disciplinary research
We will continue to provide social science leadership in addressing cross-disciplinary research questions that have international importance and local and civic relevance, and extend this into new areas of research, addressing major social problems such as social care and migration that demand integrated cross-disciplinary and collaborative working with non-academic partners. For example, we will extend our focus on the social impacts of digital technologies particularly in the arena of social care, bringing gerontology and anthropological perspectives to examine challenge and opportunities for technologies to support older adults, families, communities and the care workforce.

Using internal and external networks we aim to secure further large-scale research grants, to support the development of collaborations with non-academic partners: the funded £1M Effective Digital Entrepreneurship & Business Support (EDEBS) project (EU, **Singleton**) involves a social enterprise organisation, ACH, and the West of England Combined Authority (WECA) alongside academic partners support economic entrepreneurship among marginalised migrants from non-EU countries. The BDFI, initially funded by £29M from Research England, £55M from industry and £16M from philanthropy (see REF5a) and involving **Dermott** and **Watson** in relation to families research, will integrate social sciences and engineering in order to address how a sociotechnical world can be useful, safe and secure bringing together academic, industry and government. **Macdonald** is leading an interdisciplinary team to build capacity and promote use of research in adult social care that involves three local authorities, two service providers, colleagues in the South West Applied Research Collaboration and the local Clinical Commissioning Group (NIHR, £1.7M).

Developing early career scholars

We plan to build capacity in the UoA in a number of ways. We will extend opportunities for PGR students through an enhanced School-based Graduate Teaching Assistant scheme and the development of innovative arrangements for international co-supervision (based on the success of the Cotutelle arrangements with University of Cape Town that provide genuine co-supervision across our two institutions) such as an exchange programme with Lingnan, HK that will maintain and enhance our research relationships in East Asia. We will extend involvement in high-level training programmes for early career academics (drawing on the experience of running a WUN training seminar on migration, and hosting international training on poverty measurement with partners from Ghana and Uganda); and involvement in large-scale capacity and infrastructure grants with opportunities for PGR and early career postdoctoral awards (e.g. NIHR SSCR and ESRC Centre).

Influencing policy and practice to make a difference to people's lives

We will continue to develop new routes for policy and community impact and transformative change. Specifically, we will focus on further developing the scope of public engagement activities, which will further locate the unit's social policy and social work at the centre of contemporary political and popular debates. Building on specific successes at local level in collaboration with key politicians (Bristol Mayor and local MPs), high profile events organised under the auspices of the *Policy and Politics* journal, and circumstances afforded by the Covid-19 crisis to highlight the centrality of social science perspectives, we will further harness our research expertise to increase the profile of social policy and social work disciplines as well as our own research findings and use new and existing Covid-19 related grants (see sections 3 and 4) to view, where relevant, our research going forward with a Covid-19 informed lens.

It is critical that our research and impact objectives in the next five years are met while maintaining a collegiate and supportive research environment, and specifically that we continue to address issues of social inequality as part of our own practice. Building on our Athena SWAN Bronze award, we will take forward the agreed action plan and apply for the Silver award within a three-year time frame. Engaging with the findings of the recent Social Policy Association report 'The Missing Dimension' and the framework of the Race Equality Charter, we will examine the 'ethnic penalty' with respect to Black, Asian and Minority Ethnic (BAME) staff and doctoral student staff ratios and develop a set of coordinated actions to improve diversity.

2. People

2.1 Staffing Strategy

The UoA has expanded by 31% since 2014 (from 35.9 FTE to 47.1 FTE) and recruited 23 new staff – 15 core-funded posts, five competitive fellowships and three ESRC future leaders – during this period. This growth reflects our continued success in attracting resource to serve our ongoing commitment to permanent research and teaching posts. Our appointment strategy ensures sustainable growth, strong mentorship for ECRs, and senior leadership in key research areas.

Staff turnover remains low (seven staff moving to other institutions since 2014) and an additional seven retirements. Vacancies are reviewed in light of our strategic priorities, enabling us to re-shape to provide strength and depth, and enhance research potential. We have been successful in attracting excellent candidates to replace valued expertise (six Lecturers, five SL, four Professors,

five Fellows, three ESRC Future Leaders). Successful succession planning in relation to retirements, appointments and promotions, has maintained a balanced profile of staff across all grades: (Lecturer: Senior Lecturer/Reader: Professor) in 2021 [24%:53%:23%] compared to 2014 [21%:53%:26%]. We have also maintained a consistent gender profile across this period (71:29% female:male). Consistent with our strategic aim for further internationalisation and our future deepening of our focus on Africa to specifically address questions around social care and governance, we have made the appointments of **Aboderin, Klantschnig, Peiffer, Sharley**, and **Twum-Danso Imoh**. In line with the expansion of our research around social harm, including expanding our focus to the role of states, **Canning, Carver, Klantschnig, Kirwan Large, and Miller** were all appointed during this assessment period.

We have continued to support a vibrant research culture and over the review period have attracted a substantial number of high-calibre research associates employed on funded projects. Through effective mentoring and enhanced opportunities for teaching, we are particularly pleased that internal staff on research-only contracts have been able to successfully compete for permanent lecturing posts in this cycle (**Roy, Symonds, Wijedasa**). All research staff are fully embedded in school structures and attend Centre and School meetings, provide input into the School's research strategy and actively contribute to the research culture. The School complies with the University's policy on fair and effective recruitment, which emphasises protection from discrimination throughout the recruitment process, including that job specifications, shortlisting and interview processes should be gender balanced (see REF5a). To test the recruitment process in the School we have carried out additional unconscious bias training with lead recruiters and interviewers in the School. In 2017, the School restructured its line management so that a smaller number of new Senior Line Managers, who are members of the Senior Management Team, provide consistency of support to staff.

2.2 Staff development

Staff development is critical to sustaining the vitality of the School in a rapidly changing and often challenging research landscape. Our approach is to support all staff members' professional development via multiple routes both within the School and via opportunities in the wider University and academy. This support comprises both formal structures such as the Annual Staff Review and Development (SRD) process and, equally important, informal structures to preserve collegiality and lines of communication. This includes simple informal day-to-day practices - such as well attended daily coffee meetings open to all (including PGRs; continued online in 2020), weekly in-house yoga, and a diversity choir that meets regularly - to more structured mentoring and career development pathways to support the aspirations and wellbeing of staff. Support for staff wellbeing has been enhanced by wider provision across the University during this cycle, such as staff wellbeing drop-ins, increased counselling and online resources, and the creation of School-based Mental Health Champions. Centres have been an important source of support during Covid-19 by providing a range of activities including WhatsApp groups, virtual coffee mornings, cocktail hours, and writing retreats. These have been extended to PGRs alongside support for a new dedicated PGR-led newsletter initiated during Covid-19 to help mitigate risk of isolation for students who were restricted from their usual face-to-face networks.

Career, personal and academic support is embedded at all levels across the School. This includes mentoring and encouraging participation in the many leadership and development programmes run by the University delivered via different methods (online courses, face to face training and residential). For example, Academic Staff Development provides a number of training courses,

such as the CREATE (**C**ultivating **RE**search and **T**eaching **E**xcellence) staff development scheme for new lecturers; grant development; and more specialised courses on leading research teams and project management (see REF5a). All staff are encouraged, and provided with a time allowance to attend, and members of the School contribute their research expertise and mentorship, e.g. running mock panels for grant proposal writing. The CREATE course leads to Fellowship of the Higher Education Authority (HEA) with seven staff becoming HEA Fellows during the current REF assessment period.

A revised workload system introduced in 2018, increased research time/scholarship (by 50%) to support time for grant development and increase time for analysis, writing and wider dissemination activities outside of externally funded projects. We support research by encouraging all staff to attend at least one academic conference per year, with a usual contribution of £1,000 per annum from School funds. We also support staff with wider career development activities, such as participation in senior leadership development courses to better support School research activities and contribute to wider University research objectives (e.g. **Dermott, Hicks, Ottaway**). We have a longstanding study leave system providing relief from teaching and administration for three months (~30 staff successful over the REF assessment period). There are, in addition, competitive University Research Fellowships which provide up to 12 months of protected research time for more substantive projects; three such Fellowships were awarded to School staff, 2014-2020.

As our research outputs and impact case studies show, staff work collaboratively on papers, grants, dissemination and engagement: a team ethos underpins the work we do. All new staff are supported to balance activities and to develop research grant applications and submit high quality publications. Newly appointed early career staff have a reduction of 7.5% in their workload in year one and 5% in year two to ensure there is time for research activity and grant development to support career development. All other new academic staff are given a 5% reduction for the first 12 months. All new staff are provided with a buddy-mentor to help them become familiar with School processes and provide an additional point of contact alongside their formal line manager. We also have an Early Career network in the School as well as a broader Faculty network to support ECRs and provide advice and support on career and future employment opportunities. This process has worked well, with 12 early career staff securing externally funded research grants as PI during the period. The School also enjoys sustained success with the ESRC Future Leaders Scheme (e.g. **Wijedasa** (now SL) and **Sardinha** (independent researcher included in this submission). The School provides matched funding for many schemes and Bristol now operates the Bristol Clear Programme, dedicated to research only staff as a resource to access training and career development opportunities (see REF5a). The success of our professional development strategy is reflected in the promotion of staff at all levels, including: 14 promotions to Reader/Associate Professor and 16 to Professor during this REF cycle.

2.3 Training and supervision of PGR students
Research students have always been integral members of the School, contributing to its intellectual vitality as well as developing their skills as researchers. The School has a large and thriving postgraduate student body of 355 students, with ~80-90 postgraduate research students registering in any one year to study full-time or part-time for PhD, MPhil and Professional Doctorate degrees.

Challenges to funding PGR students in the sector are well-known, but the School has built on its longstanding international networks, success in doctoral training structures and large portfolio of

research grants to maintain a buoyant cadre of PGR students. The School has introduced Graduate Teaching Assistantships to enhance opportunities to conduct funded postgraduate research and undertake additional paid teaching to build towards an academic career. We have taken advantage of UoB's position as one of the largest concentrations of funding and support for PhD research training in the UK, along with International Cotutelle arrangements, to maintain consistently high entry and completion rates (average 22.6/annum; *see table below*). We are members of the ESRC's Southwest Doctoral Training Partnership (SWDTP) and have advised 61 students (recruited 2014 to 2019) funded in Social Policy, Social Work, and the interdisciplinary and inter-institutional pathway in Health and Wellbeing. Our successful taught doctoral programme runs alongside 'traditional' PhD student programmes and represents on average 35% of total completions.

Number of PGR completions over the REF assessment period

	13/14	14/15	15/16	16/17	17/18	18/19	19/20	Total FTEs
PhD	10	13	12	8.5	9	13.5	6*	72
Professional PhD	11	12	13	11	14.5	9.0	12.5	83
Totals FTEs	21.0	25.0	25.0	19.5	23.5	22.5	18.5*	155

impacted by Covid-19 (increased number of students requiring extensions/suspensions of studies)

Students have at least two supervisors to provide cross disciplinary and diverse methodological input as appropriate e.g. the table above includes students co-supervised with Medicine and Engineering as well as with other schools within Social Sciences (Law, Economics, Sociology and Archaeology and Anthropology) as part of the ESRC South West Doctoral Training Partnership.

PhD student training is managed via the highly successful and well-resourced Bristol Doctoral College, which is an institution-wide entity committed to enhancing the environment for all research students in order to support the growth of the postgraduate research community (see REF5a). School staff contribute to the Bristol Doctoral College's Personal and Professional Development (PPD) programme of workshops, seminars and online resources and support events for research presentations and community engagement. Research students are physically located alongside core and research staff in the School and are all provided with a desk, computer, storage and use of communal space that facilitates interaction between all colleagues. Students are encouraged and supported financially to present at conferences nationally and internationally. All PhD students can apply for research expenses (£10K across the School) and are fully integrated into the wider UoA through Centre events, as well as a specific cross-School PhD seminar series. Through training and mentorship we support our PGR students to prepare for academic posts in the field and to secure permanent academic posts in UK and international research institutions including most recently at Bath, Cardiff, and Birmingham in the UK, and internationally in Malaysia, Hong Kong, France and the USA. A significant number of PGR students have also secured senior positions in government or non-governmental organisations, including Kim (2010-2014) who is an elected member of the Korean National Government, Fifita (2011-2017) who works as a government statistician in Tonga and Dibben (2008-2016) who advises the Maltese government on women's rights to abortion.

2.4 Equality, diversity and inclusion
The School has a strong record of engagement with EDI issues and has been instrumental in positively influencing wider University EDI practice (see REF5a). Examples include **Hester** (UoB

Equalities policy), **Dermott** (UoB working group on gender pay gap, EDI steering group) and **Porter/Tarleton** (improved access for disabled staff). The University is also a member of the Stonewall Diversity Champions programme, which provides support for all lesbian, gay, bi and trans (LGBT) staff, with the University sponsoring the annual Bristol Pride festival. **Abbott** was sponsored by the University to attend Stonewall's residential senior leadership training programme and also established and co-Chaired the University's Staff LGBTQ+ staff network. All new staff undertake training on equality and diversity and EDI training is a requirement of the annual SRD. The School (led by **Tarleton**) runs the Equality, Diversity and Inclusion choir which welcomes anyone and which sings about issues that are challenging for staff.

The annual University staff survey has specific questions on areas related to EDI (e.g. culture, supporting careers, flexible working) and school-wide anonymous results are reported to the Senior Management Team. We have introduced a new, more transparent, workload model to ensure tasks can be allocated equitably and the workloads of different categories of staff can be monitored. We have also introduced a School-specific mentoring scheme in which all ECRs and new lecturers are provided with a mentor outside of their topic expertise to provide independent guidance on career development. Our ongoing support for diversity is reflected in our positive approach to promoting flexible working patterns for both men and women across all levels of academic roles (e.g. 15% of staff submitted (eight female; two male) currently work on a part-time basis). Colleagues are also encouraged to apply for the University "carer's return to work scheme" which provides time and resource to accelerate their careers after a period of caring leave (four awards have been made since 2014).

Our recent successful application for Athena Swan Bronze status has enabled us to conduct an in-depth analysis of all aspects of our profile and processes in relation to gender. We strongly encourage and reward female staff in taking up senior positions and have seen a marked improvement in the School's overall gender pay gap (7.9% in 17/18, down from 14.3% in 13/14). Particular progress has been made at Professorial level with a Professorial Gender Pay Gap of 8.6% in 2013/14 in favour of men, reduced to 0.9% by 2017/18. This reflects increased promotion of female staff to senior positions (15 female members of staff promoted to Professor and three female Professors appointed externally in this assessment period). We offer financial support for staff to attend courses to develop the next wave of female leaders (Aurora and Female into Leadership). In line with the UoB code of practice, selection of outputs for REF2021 were monitored against EDI criteria to ensure that we maintained a balance between proportion of outputs submitted and number of staff submitted in relation to gender and ECR status. This increased use of EDI data against research activity is part of our EDI strategy within the School. An EDI Committee has been set up to oversee progress against targets and to drive a dedicated action plan including extending the routine monitoring of EDI data to PGR students. This data reflects our commitment to support PGR students with a disability; reflected in a relatively high proportion of registrations (~10%/year across the REF period). EDI data also indicates a higher proportion of BAME staff submitted for REF2021 (17.7%) compared to 2014 (13.5%).

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3. Income, infrastructure and facilities

3.1 Income
Successful and sustained research income, enabling the production of data at scale, extensive networks, and innovation in both methods and theory, is a key pathway to research excellence in

our outputs. Research income is also crucial for embedding collaborators into our research to support knowledge exchange and impact in the School. Our track record in securing research grants plus dedicated research support at both School and University level has enabled us to respond well to an evolving research funding landscape. We are consistently ranked in the top 5 for the UK for the discipline (per FTE of staff, HESA external research grant income data UK, 2014-19). We have maintained our high level of grant income in part because we have strategically diversified our core areas of research as described in sections 1 and 2. ESRC remains one of our key funders and we have secured ESRC awards totalling **£8.2M** during the REF assessment period, of which approx. £5m has been spent. This includes success across multiple streams, not all included in REF4b data, including standard grants, secondary data analysis awards, contribution to ESRC Centres, future leader awards, knowledge exchange funds and projects allocated via the ESRC Impact Acceleration Account. Our number of applications and success with other parts of UKRI has also increased (e.g. MRC (**Ayres, Ottaway**) and AHRC (**Watson**); plus key contributions to multi-disciplinary teams on large bids (see section 4).

NIHR has increased as a source of funding in line with the shift to incorporate social care more explicitly into the Department of Health and Social Care. The main source of income is the NIHR's School for Social Care Research (SSCR) (led by **Abbott** and four Senior Fellows in the school (**Cameron, Macdonald, West, Willis**) now in its third phase and funded consecutively for 12 years (~£5M). This supports specific projects (eight in this REF assessment period) as well as providing support for ECRs. For example, funding has been provided via the school to enable early career researchers to develop and lead research with the support of Senior Fellows. Two early career scholars (**Dugdale, Symonds**) were supported to develop a successful bid for the first study of fathers with learning disabilities under the mentorship of **Abbott** resulting in outputs including a film, Easy Read leaflets and dramatized plays (Mind The Gap). In response to the increased precarity faced by ECRs due to the impact of Covid-19, we reprofiled our SSCR budget to make three post-doctoral awards available to ECRs engaged in adult social care research (**Johnson, Powell, Vickery**). This is in addition to funds allocated by us from our overall SSCR budget to create an 'emerging PIs scheme' (£100K each) to explore important topics on adult social care and, with a mentor, experience leading a study as PI and contribute to increased capacity in the School (**Dugdale, Dowling, Jessiman, Symonds**).

Other grant activity responds to funders who are often focused on research in populations that are most vulnerable to social inequality, including the 'National Learning Disability Mortality Review Programme' (**Heslop**, Healthcare Quality Improvement, £2.3M, and follow on funding from LeDeR, £1.6M); and the 'Cochrane Developmental, Psychosocial & Learning Problems Group' (**Macdonald**, Public Health Agency Belfast, £763K). In addition to the NIHR SSCR funding, NIHR has also supported our research on evaluation of complex interventions primarily led by **Macdonald** and **Lucas** totalling £2.4M across the assessment period. Charity funders continue to be an important source of income particularly to strengthen partnerships with non-academic stakeholders, local and national Government and international organisations. Examples include Nuffield (**Staines, Wijedasa**), government departments (**Harkness, Heslop**) and international NGOs e.g. UNICEF (**Gordon, Zhang**).

The diversity and scale of our funding, alongside mentorship by experienced colleagues within coherent Centres, means that the majority of colleagues (>60% on average) are at any one time PI or PI for sub-contract (if grant held outside UoB) for grants. This provides strength, depth, diversity and sustainability of research in the School. It also provides a system able to respond to an

evolving and increasingly complex funding environment. This has meant we were well placed to respond to Covid-19 calls to modify existing projects (e.g. **Wijedasa** successfully bid for additional ESRC funding to extend her project on the long term trajectories of the mental health of children in state care in England to include evaluation of the impact of Covid-19; **Marsh** on policy towards UK private renting under Covid-19, funded via ESRC/AHRC/JRF UK CaCHE). New projects on Covid-19-related topics include those funded by the Wellcome Trust: to mobilise and evaluate virtual compassionate communities for bereavement support for older people and people with dementia in care homes (**West**); to investigate the impact of policies of self-isolation and social distancing on victim-survivors of domestic violence (**Williamson**); and, to capture the impact of Covid-19 on children living in poverty nationally and internationally (**Gordon, Zhang**).

Access to internal grants has improved through availability of extra funding via the University Research Institutes (see REF5a). We have had considerable success competing for these, alongside other more established smaller awards (e.g. British Academy, Local Authority funding), which has enabled us to develop networks and research areas that complement the School's current expertise. Smaller grants provide opportunities to pump prime and provide development data or network building for larger projects. One example of these provided by the University is through the GW4 Alliance - a consortium of Bath, Bristol, Cardiff and Exeter Universities - and the UoA has been successful in securing collaborative, research projects funded through the GW4. **Patsios'** project (£24K) identified new ways of addressing inequalities in health among older people living in low income/economically disadvantaged communities. **Gangoli and Hester's** project (£18K) developed a model of sexual violence (SV) and domestic violence and abuse (DVA) amongst students and staff at universities and the associated mental health impacts and supports needed. **Kennett** (£11K) established an interdisciplinary GW4 community around the international and comparative study of social protection in regions of the world that are often left under-explored in academic research: the Middle East and North Africa, East and South East Asia, Latin America and Africa. Small grants also directly support and accelerate impact. For example, we have secured 14 awards totalling over £250K from the ESRC Impact Acceleration Account held at Bristol, including embedding a non-academic Knowledge Exchange Fellow within the school to accelerate change in policy and practice for gender violence (**Hester**); leading to contributions to local, national and international policy including that of the EU, UN, WHO and UNICEF.

Research income also offers an important source of financial support for PGR students and their career development. In addition to membership of the ESRC South West Doctoral Training Partnership (SWDTP) we have boosted PhD opportunities through larger research grants, for example, as part of an ESRC Centre (**Harkness**) as well as through charity funding e.g. Aziz Foundation (**Miller**). A number of our research students have been centrally involved in further grant activity linked to their doctoral research, particularly in relation to impact via the ESRC postdoctoral awards (e.g. **Bates**) and Impact Acceleration Account exploratory grants (e.g. **Wilkinson** in collaboration with **Sweeting** showcasing innovative digital processes for representing qualitative data). These smaller grants supported via internal Bristol resource have also provided a pathway for early career researchers to gain their first grant as PI (12 in this REF period).

3.2 Research infrastructure and facilities
Central support and infrastructure are critical to our success as a thriving research centre. Research and Enterprise Development (RED) within the University of Bristol provide core support in grant development, design and dissemination (see REF5a). RED also have specialists in research governance who provide advice and sponsorship for projects. This support has been

particularly helpful for applications to UK Funding Councils. For example, ESRC proposals are subject to internal peer review organised by RED including training with a mock grant panel. This process is viewed as essential in underpinning our impressive ~30% success rate with the ESRC, which compares favourably to the 15-20% average. 'Research Open House' is held once a month with colleagues from RED and the School Research Team available to discuss and advise colleagues on research ideas and proposals. The School has benefited from support for knowledge exchange and impact acceleration from a range of staff within RED who provide an integrated approach to conducting research. We have also established additional support during this REF cycle at School level through the appointment of new professional services personnel (Research Development Manager, Communications Officer), increased workload recognition for Research and Impact Directors, and the creation of a new International Director role.

The School's research culture is supported and promoted through the allocation of staff time for writing and dissemination, funded through our HEFCE QR allocation and School support. Whilst writing for publication is an on-going activity, we also have a focused 'Writing Week' each July when other administrative and teaching activities are not scheduled. In addition to the £1K research stipend available to all core funded members of staff, there is an additional c£60K per year to support research initiatives and to support research bid activities. The School has further increased resources for targeted pump-priming activities, in relation to inter-disciplinary and global challenges research. A research incentivisation fund, rising to £75K in 2019/20, provides a range of research support for both individuals and Centres, directed towards: 1) seedcorn funding for small projects to develop 'proof of concept' and support new collaborations with the potential to seek larger grants; 2) international networking opportunities to develop wider research links and potential collaborations; 3) ensuring that ECRs are supported to develop grant applications. Additional funds provided by the Faculty/University support initial research assistance to incentivise applications for the most highly competitive large-scale grant applications. The School also regularly welcomes international Visiting Fellows and PGR students which raises the profile of our research internationally. With financial support from UoB, we were awarded seven University Benjamin Meaker Fellowships bringing senior researchers from Argentina (Beccaria, U of Buenos Aires), Australia (Biggs, U of Melbourne; Park, U of W Sydney), Poland (Dviakon, Lower Silesia) and USA (Allee, United Nations Dept of Peacekeeping Operations; Brydon-Miller, U of Louisville, Luibheid, U of Arizona).

Within the School a number of structures and support mechanisms help specifically with public engagement and maximising research impact. The Impact Director and a Professional and Policy Liaison Officer focus on supporting researchers with impact strategies and with training and resources for engagement and impact. *PolicyBristol* is a cross-University service, which works to make links between Bristol academics and non-governmental actors, key civil servants and politicians. We have worked closely with *PolicyBristol* including collaboratively producing 25% of all University policy briefings. RED also provides resource for impact via the ESRC Impact Acceleration Account which has supported 14 different projects across the school (£241K) in the last five years (including salary support for the non-academic knowledge exchange fellow in the Gender and Violence centre) to enhance knowledge exchange and uptake of research for impact and impact acceleration projects for all case studies submitted for this UoA.

The University's Public Engagement team supports and promotes public engagement with research and teaching across the University. This involves providing guidance on developing engagement activities and funding applications, delivering training, running a programme of

innovative activities and ensuring engagement is embedded in our structures and processes specifically with initiatives such as participation in the ESRC Festival of Social Science, and assistance with writing policy blogs). Public engagement and impact are now included in teaching and research within academic role profiles, and promotion and progression criteria (see REF5a).

The successful application and action plan connected to the Athena Swan Bronze award and our continued work towards the Silver award includes review of our research income processes as part of our commitment to highest EDI principles. This includes monitoring of all applications and awards against EDI indicators and integration between Research and Impact and EDI Committee goals to produce an annual audit.

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

4.1 Collaboration

Collaboration is a central focus of all our work. We believe that we have the greatest impact on policy and practice by working in partnership with fellow academics, policy makers, service agencies, practitioners, service users, carers and those who are the focus of our research. The School is extensively engaged in developing research collaborations, networks and partnerships and engaging research beneficiaries as part of developed impact strategies.

4.2 Research collaborators

Our enhanced research capacity over this REF period has put us in a stronger position to grasp opportunities to collaborate in applications to major interdisciplinary funding initiatives in which the School plays a lead role. For example, **Ayres** leads a work package on a major inter-disciplinary project to 'Tackle the root causes upstream of unhealthy urban decision making - TRUUD' (£6.7M, MRC, 2019-2024). TRUUD involves over 30 researchers from five UK Universities working in the social and health sciences, engineering, law, economics, town planning and real estate. The project is co-produced with partners in Bristol City Council and Greater Manchester Combined Authority and examines how the prevention of non-communicable diseases might be factored into decision-making on urban development.

Other notable examples include **Marsh**, a Co-I and Governance theme lead for the ESRC/AHRC/JRF-funded UK Collaborative Centre for Housing Evidence (CaCHE) led by Glasgow (£7M, 2017-2022). CaCHE is an independent, multi-disciplinary and multi-sector consortium of ten higher education institutions and three non-academic organisations, including housing charities and the private sector, and is improving the evidence base for housing policy and practice throughout the UK. **Harkness** is Co-I of the 'ESRC Research Centre for Micro-Social Change' (£6.2M, 2019-2024). The Centre promotes collaboration between economists, sociologists and other social scientists using quantitative methodologies to provide evidence with which to address key societal challenges. Working with **Dermott** and colleagues at Essex, Harkness is leading on labour markets and institutions and family change. **Harkness** is also International PI on a project under the 'Dynamics of Inequality Across the Lifecycle (DIAL)' research programme (NORFACE, €1.4M, 2017-21). Working with colleagues in Humboldt University and the Universities of Copenhagen, Amsterdam and Turku, this project seeks to understand inequality and how it impacts on the lives of young adults in different parts of Europe. We also collaborate with Government agencies, for example, **Heslop** is working with NHS and Public Health England to link data from GP registers of people with learning disabilities with English mortality data, contributing

her expertise to the SAGE Committee advising government during the COVID-19 pandemic (see below).

The School has also mobilised existing and new interdisciplinary collaborations to respond successfully to research initiatives around Covid-19. **Wijedasa's** work examining the effects of Covid-19 on the mental health of vulnerable children (ESRC, £207K) involves existing relationships with 18 local authority children's social care departments to collect data. In a Nuffield project, £136K), **Wijedasa** has developed a new partnership with the Bristol Medical School to connect, for the first time, national children's social care data (held by the Department for Education) with national data on children's mental health (held by the NHS). This will provide new evidence on the prevalence of mental health concerns, children's referrals and their prognosis and pathways through the mental health services, before, during and after the Covid-19 pandemic. Other Covid-19 related research includes addressing the impacts of Covid-19 on children's economic and social wellbeing (**Harkness** ESRC, £168K); on monitoring the impact of Covid-19 on people with learning disabilities and family carers with academics and user organisations across the UK (**Abbott, Heslop**, NIHR, £6.7K); virtual compassionate communities (**West**, Elizabeth Blackwell Institute, Wellcome, £3.9K); the quality of local authority website information for carers in Covid-19 (**Bezzina, Lloyd & Willis**, NIHR, £11K); and domestic violence and abuse (DVA) in England, (**Williamson**, Elizabeth Blackwell Institute, Wellcome, £27K). **Williamson's** expert advice was cited in the MOD's Response to Domestic Abuse in the Context of Coronavirus; **Heslop** contributed to the SAGE Committee with respect to approach to capturing impact of Covid-19 on mortality rates for people with learning difficulties; and **Macdonald and Abbott** both accepted invitations to become members of the College of Experts for the UKRI-DHSC Covid-19 rapid research funding initiative.

4.3 Networks and partnerships
Partnerships with academic and non-academic agencies and user communities are integral to our work. Internationally, we are involved in over 30 partnerships with other HEIs and non-academic agencies. **Singleton's** work is emblematic of this. She leads a team of 20 leading migration scholars in the World University Network (WUN) Migration, Development and Global Transformations (MDT) initiative. Her role was facilitated by two secondments to the International Organisation for Migration (IOM) in Berlin, one of which funded by an ESRC IAA grant (£19K). These secondments led to the creation of the IOM's Global Migration Data Analysis Centre (GMDAC) and Migration Data Portal, launched in the German Ministry of Foreign Affairs, to which Singleton is currently Senior Advisor. The School, together with the WUN team in UoB facilitated the creation of the global WUN-IOM Strategic Alliance, which has involved considerable engagement with organisations including the European Commission and United Nations. **Singleton's** work has led to revised UN Recommendations on International Migration Statistics adopted in 164 countries, meaning that, for the first time, a regional dimension and improvement of international migration data is a key priority of the Global Compact for Migration.

Nationally, the School's membership of the NIHR School for Social Care Research (SSCR), secured via competitive tender, is a collaboration with the LSE and the Universities of Kent, Manchester, Birmingham, York and Kings College London and is a significant indication of our influence in the field. This is the lead organisation in England for developing the evidence base to inform and improve adult social care practice by commissioning and conducting internationally leading research. It is now in Phase III, with a total budget of £20M. **Abbott** is an Associate Director of SSCR and also Chair of the newly established national NIHR Research for Social Care

Committee with an annual research budget of £3M. **Macdonald** is a member of the NIHR Clinical Research Network (CRN) which supports researchers, service users, the public and health and care organisations to participate in high-quality research. As National Speciality Lead for Social Care, her brief is to enable the CRN to support social care research projects.

Our extensive local networks evidence our commitment to utilising our research to help solve critical challenges in our local community. For example, **Dodds'** work on HIV treatment and prevention (DH, £110K) has led to her involvement in the Bristol's Sexual Health Improvement Team and Bristol's HIV Fast Track City Steering Group. She works with the City Council's health commissioning team and local voluntary agencies to strategically design and plan interventions that dramatically reduce the burden of HIV and HIV related stigma across the city.

More broadly, our partnerships with non-academic stakeholders result in a variety of invitations to contribute to important inquiries and consultations. At the international level these include advising the Council of Europe and European Network of Work With Perpetrators of Domestic Violence (**Hester**), the EU HIV/TB and Migration Project (**Dodds**); the European Commission's Academic Network of European Disability Experts (**Abbott/Williams**), and the Marie Skłodowska-Curie funded NEWBREED programme on Successful Ageing (**West**). At the UK level they include the Joseph Rowntree Foundation review on Poverty, Child Abuse and Neglect (**Dermott**), the Early Intervention Foundation's review on how to 'Engage Disadvantaged Parents' (**Symonds**) and the National Care Crisis Review (**Wijedasa**).

At a UK government level, **Berridge** has been Specialist Advisor to the House of Commons Education Select Committee, **Gangoli** advised the Women's and Equality Committee on Sexual Harassment and **Hester** advised the same committee on prostitution and sex work, and **Staines** has advised the House of Commons Justice Committee. Staff are frequently invited to contribute to All Party Parliamentary Groups related to their area of expertise, and examples include on Land Value (**Wang**), Muscular Dystrophy (**Abbott)**, and Domestic Abuse (**Hester**). Staff also contribute to specialist government initiatives such as Inquiries on Adoption (**Selwyn, Ottaway**) Migration (**Singleton**) and Young People in Custody (**Staines**); the Cross-Government Trial Advice Panel (**Macdonald**), and the Department of Health Programme Board for Personalised Health Budgets (**Heslop**).

4.4 Beneficiaries

The School prides itself on the longevity and authenticity of its partnering arrangements with beneficiaries. Many staff within the School have maintained close working relationships with non-academic partners over a number of years and across multiple different grant awards. This has allowed us to build the required trust and understanding to conduct work in highly sensitive areas. For example, **Abbott** developed a 15-year relationship with the Duchenne Family Support Group and Muscular Dystrophy UK (MDUK), enabling highly co-produced research exploring this life-limiting condition in relation to social care, sex and gender, and end of life planning (NIHR, £170K; David Telling Charitable Trust, £25; MDUK, £44K). **Williams'** research on 'Tackling Disabling Practices: co-production and change' (ESRC, £1.4M) was based around high trust relationships to explore concerns about intransigence in the culture of disability practice: the research was co-produced with disabled people and Disability Rights UK. Facilitated by two ESRC IAA grants (£25K), it was highly successful in disseminating findings to practitioners and service users. **Tarleton** and **Tilbury's** 15-year commitment to running the *Working Together with Parents Network* (WTPN) involves over 890 professionals supporting parents with learning difficulties (PLD)

in the UK, Republic of Ireland, USA, Japan, Cayman Islands and Australia. Their 2016 update of the Good Practice Guidance on working with parents with a learning disability emanates from their research project (Esmee Fairburn, £456K) and has resulted in Family Court judges referencing it in published judgments relating to PLD cases. The development of **Canning's** innovative *Right to Remain Asylum Rights Navigation Board* out of her ESRC Future Leaders' Project has been implemented across 130 organisations across the UK, Europe and Hong Kong to enable migrants applying for asylum to navigate the complex labyrinth of asylum laws and policy. **Berridge's** work advising and Department for Education and consecutive Nuffield grants (£473K, 2014-2020) underpins the significant change in Government policy and practice on how young people in care are monitored and supported to improve their education outcomes (*ICS: Effecting policy and practice change in England to improve the educational outcomes of Children in Care).*

4.5 Wider contribution to the research base, economy and society
Prizes and awards: CBEs were awarded to **Selwyn** (2015) and **Hague** (2019) for services for adopted children and the prevention of violence against women, adding to the OBE already held by **Hester. Hester** was a finalist in the 2020 ESRC Outstanding Societal Impact awards.

Research Council Commissioning Panels: Staff hold positions on Research Council Commissioning Panels, including the ESRC's Grant Assessment Panel (currently **Abbott, Harkness**) as well as the ESRC/DFID Panel on Disability, Inequality and Poverty (**Gordon**); and the ESRC-AHRC UK-Japan Grants Panel **(Kennett)**. Staff also undertake panel membership of international equivalents to the UKRI e.g. the Norwegian Research Council (**Dermott**).

REF Panel membership: **Macdonald** was member of the REF2014 and now the 2021 sub-panel for Social Work and Social Policy and **Abbott** for REF2021. **Carpenter** was the Deputy Convenor for the Social Science panel of the Hong Kong RAE2020.

Academic and Professional Learned Societies: The considerable and longstanding contributions of staff to their fields of expertise are reflected in current Fellowships of the Academy of Social Sciences (**Hester; Lloyd**); the British Academy (**Gordon**) and Royal Society of Arts (**Hester, Gordon**). Staff also hold senior positions in academic societies within the UK e.g. Regional Studies Association, (**Ayres)**; Social Policy Association, **Izuhara, Kennett**) and Europe e.g. European Sociological Association Families Research Network, (**Dermott)**; European Group for the Study of Deviance and Social Control, (**Canning)**, and **Symonds** is currently Vice Chair of the European Social Work Research Association.

Invited keynotes and organisation of conferences: Between 2014 and 2019 over120 invited keynotes were delivered by staff at national and international events and we frequently host international and high-profile conferences at Bristol in areas of our research expertise. These include: the 15th East Asian Social Policy International Conference on the theme of 'Social Policy in Post-Growth East Asia' (**Izuhara**); the inaugural Bristol Poverty Institute Conference reflecting on 50 years of poverty research in the UK (**Gordon**); the *Policy & Politics* Annual Conferences in 2015 and 2016 (**Ayres, Lendvai-Bainton**); the World Universities Network Symposium on Migration, Development and Global Transformations (**Singleton**) and the European Network on Gender Violence conference (**Aghtaie, Hester, Mulvihill, Williamson**)

Editorship of leading journals and book series: Over the REF period, staff have been involved in over 60 editorial roles in disciplinary journals and book series and have been lead editors for key

journals including the *Journal of Social Policy* (**Kennett, Izuhara,** Co-Editors**)**); *Policy & Politics* (**Ayres, Berglund,** Co-Editors**)**) *Families, Relationships and Societies* (**Dermott,** Editor-in-Chief); *Journal of Gender-Based Violence* (**Hester,** Founding Editor); *Poverty and Social Justice* (**Fahmy**, Co-Editor); *Housing Studies* (**Marsh,** Managing Editor); *Cochrane Developmental Psychosocial and Learning Problems* (**Macdonald,** Coordinating Editor); and *International Journal of Disability Studies & Social Justice* (**Abbott,** Executive Editor). Editorships of book series includes *New Horizons for Social Policy* (**Izuhara and Kennett,** Edward Elgar); *Sociology of Children and Families* (**Dermott Watson**, BUP); *Studies in Childhood and Youth* (**Twum-Danso Imoh**, Palgrave) and *Studies in Social Harm* (**Pantazis**).

Collaborative arrangements for PGR training: We have successfully gained funding for PhD supervision through the joint funded China Scholarship Council (e.g. **Meng, Wang, Wei**) and frequently welcome students sponsored by the Chilean government (most recently **Palma Carvajal**). We have an agreement with UCT South Africa under which students are funded via the 'Bristol-Macquarie Cotutelle' programme and spend half their time in each institution, enabling them to receive a PhD from both bodies. As noted above our membership of the ESRC SWDTP ensures that funded students may be co-supervised with colleagues at UWE, Bath, and Exeter and can access additional research training from these universities.

Concluding remarks

The School for Policy Studies in the Faculty of Social Sciences and Law is committed to being a diverse, collegiate community dedicated to deep rooted world-class research alongside teaching and professional support in social and public policy and social work. In our research we will continue: to examine policy areas that affect us all day to day; influence and challenge policies implemented by governments and institutions; investigate the issues, factors and attitudes underlying the local and global social concerns that make our headlines; and respond to social and policy changes and to the needs and demands of the various communities with whom we routinely work in partnership.