

Institution: University of the West of Scotland
Unit of Assessment: 20: Social Work and Social Policy
<p>1. Unit context and structure, research and impact strategy</p> <p>1.1 Structure of research</p> <p>Within the School of Education and Social Sciences the vibrancy of research is maintained by the Centre for Social Sciences and Culture (CSSC) and governed through the 'Research Governance Group' which brings together a range of academics from the different research leadership and supporting roles, including Divisional Research Leads, REF Unit of Assessment (UOA) Leads, Research Ethics Leads, Research Mentoring Leads, Postgraduate Research Student Leads, Heads of Division and Readers/Professors. This arrangement has fostered a collegiate and supportive environment. As such, our equality and diversity strategy is embedded through the working of the Group and its role as a reporting forum. The Group is chaired by a senior academic and co-chaired by two ECRs. The Group has oversight over, and monitors, the School's research strategy, income, infrastructure and facilities.</p> <p>1.2 Research Objectives</p> <p>Since REF2014 our research objectives have been for UWS to be a social science leader in Scotland, the UK, and internationally for addressing social and public policy concerns, as well as governance issues. The five UOA20 REF2021 impact case studies demonstrate our commitment to work with frontline organisations and the end-users of policies, programmes and services. Such work with key stakeholder groups ensures 'better governance' and helps staff to contribute, in a strategic manner, to policy debates that foster changes that benefit wider society.</p> <p>In particular, the research objectives since 2014 have been as follows:</p> <ul style="list-style-type: none"> • To enhance the links between social science researchers and external bodies and policy-makers. • To ensure that we serve our communities through social inclusion, inequalities and poverty-focused research. • To guarantee that staff undertake equalities training to embed equality and inclusiveness into our research culture. • To make certain that, in line with university priorities, social science research is based on a concern for addressing health, society and sustainability. • To safeguard that social science research addresses concerns for social justice and discrimination - both in terms of social policy research and in terms of criminal justice. • To work collaboratively with other Schools in the university to increase our research bid applications to external funders and attract international and interdisciplinary PhD students. • To increase investment in School research infrastructure and mentoring activities to support both the career prospects of staff and to enhance the student experience. • To consolidate and increase our postgraduate research (PGR) completion rates and the development of a research underpinned Masters' degree offer. <p>1.2.1 Review of REF2014</p> <p>The School of Education and Social Sciences is home to a rapidly growing and highly interdisciplinary UOA in Social Work and Social Policy. To illustrate this, we have almost tripled the inclusion of staff in REF 2021 compared to REF2014.</p> <p>In the summer of 2014, the faculties at UWS changed and the School of Media, Culture, and Society was established as a separate structure, bringing together the Schools which had respectively been engaging with the social sciences and the creative and cultural industries. This lasted until the summer of 2019 when it was strategically detached, with social science (UOA20) colleagues merging with the School of Education (UOA23) to become the new School of Education and Social Sciences. This new School is comprised of three Divisions - Education; Psychology and Social Work; and Social Sciences – and a key focus is on ensuring research is promoted and</p>

managed across these staff groupings to maximise expertise and foster collaboration and inter-disciplinarity. The transition has also provided further opportunities for both continuity and new collaborations to emerge. PGR oversight by PGR academic leads, in terms of researcher mentoring and development, is an example of promoting interdisciplinary opportunities for a lively and expanding postgraduate research community.

The creation of the new School of Education and Social Sciences in August 2019 brought together an academic staff group of more than 120 colleagues, most of whom are active researchers. Social science research within the School has made major and innovative contributions to making society fairer and more progressive. Our strategy since REF2014, which is also key to our post-REF2021 strategy, is to continue to undertake useful and high-quality research of national and international quality. The strategy also serves to enable policy impacts that contribute to the communities we serve and to the United Nations Sustainable Development Goals (UN SDGs).

The 2014 research environment statement was aligned to UWS' Research and Knowledge Exchange Strategy with the intention of expanding research led teaching and learning, taught Masters' programmes and the expansion of the postgraduate research community. To further build the School's research culture, we have seen considerable work to develop and offer postgraduate programmes in areas of interdisciplinary research excellence and to strengthen support for postgraduate students in the development of their employability skills base.

Since REF2014 staff continue to be encouraged to continue enhancing interdisciplinary research and the inclusion of social scientists from UOA20 has led to a number of major grant successes tackling complex problems, including with colleagues from health, engineering, and the natural sciences (see section 1.4)

1.2.2 Current REF period

The transition of the university's overall research strategy towards purposeful research aligned with the UN SDGs provides a helpful and supportive context for the School continuing the trajectory towards interdisciplinary social science research with a local, national and global perspective. Our social policy research brings together academic colleagues in the School of Education and Social Sciences (including academics in the Division of Social Sciences, Division of Education and Division of Psychology). Colleagues also collaborate with other Schools, such as the School of Health and Life Sciences and the School of Business and Creative Industries. Through the Professoriate, the Staff forum for research, sign posting and open meetings to foster collaboration on large bids, these intellectual connections are encouraged, motivated by a 'whole solution' approach to contemporary social issues and challenges. The whole solution approach extends to external partnerships and is exemplified through the collective work on poverty reduction and campaigning social justice of the cross-disciplinary teams of researchers and advocates in UWS-Oxfam Partnership, established in 2011 to work together for a fairer, more equitable, Scotland.

Our main research entity for driving forward research excellence since 2014 has been the Centre for Social Sciences and Culture (CSSC), which brings together researchers to offer interdisciplinary insights into contemporary social challenges. The CSSC has been an inclusive entity for supporting research development, especially regarding early career researchers, as well as fostering research links across the wider university and external partnerships.

We have built research partnerships across the globe and these connections are based on shared interests and ideas about how to tackle contemporary social issues. In turn, we infuse our teaching at undergraduate and postgraduate levels with this research-led activity and it influences and shapes our public engagement commitments. Colleagues in social sciences give their time and expertise willingly, usually in a consultancy or voluntary manner, to advise bodies at multiple levels including local authorities, national government agencies and international organisations such as the World Bank, various EU institutions, NGOs, charities, and think-tanks. They are active in reviewing research proposals, via UK funding bodies and internationally and they contribute significantly to the wider research community. Several colleagues act as editors of well-known journals or sit on editorial boards of respected journals (see section 4.4). The School was successful in

2016 in securing a contract for partnership working with the UK Parliament in the areas of Brexit and antimicrobial resistance.

Cross-School research seminar series are a feature of how we promote research, both internally and externally to the university, and this has helped colleagues at all career stages (including doctoral students) prepare for academic conferences and draft publications. Researchers are also encouraged to get involved in our research partnerships, e.g., the UWS-Oxfam Partnership has been a key anchor for bringing colleagues together to undertake collaborative research projects such as 'Decent Work', 'Austerity and Health', 'Food Insecurity and the COVID-19 Pandemic' (to name just a few).

Since REF2014, research support has been provided to colleagues working in partnership with external agencies via pump priming in preparation of external research council and charitable applications. Colleagues and external partners (e.g., other charities, community organisations, civil servants and the general public) come together at topic-based Policy Forums where there is dialogue and deliberation on addressing social problems. This activity provides fertile ground for new impact-focused projects to emerge. Indeed, this has been a core feature of the UWS-Oxfam partnership since its inception in 2011.

Our research-led postgraduate offer has also developed significantly in recent years, with the introduction of highly successful MSc programmes in Applied Social Sciences, MSc Policy Analysis and Global Governance, and MSc conversion degrees in Social Work and Psychology (the latter of which is approved by the British Psychological Society). **McKechnie** is Deputy Chair of the British Psychological Society's Undergraduate Education Committee. In 2014 a research-underpinned MSc suite of programmes launched in the areas of Public Policy, Social Policy and Criminal Justice where the School has particular strengths. We have seen a more than three-fold increase in student numbers since the inception of the suite. Furthermore, this has established a strong platform for MSc students to continue to PhD study at UWS and other institutions. Research and other transferable skills are nurtured through a research-enhanced curriculum. This includes high-impact collaborative projects with a range of external partners that students can complete as part of their final dissertation. Examples of collaborative projects completed to date include an evaluation of 'stop and search' for Police Scotland (2019) and an examination of unpaid care for Oxfam Scotland (2018). 'PGR Connections' was also introduced in 2020 to create a forum for shared learning on research between MSc and PGR students. This has supported the integration of PGRs into the School's broader academic activity and researcher skills development for both MSc and PGR students.

1.2.3 Strategy: Next Five Years

We have built on the success of the social sciences division to generate a number of key priorities for the next research assessment period. We seek to:

- Strengthen our research culture and capacity to respond quickly to addressing social and wider policy problems in the context of post-COVID 19 recovery and governance reforms post-Brexit.
- Challenge exclusion, disadvantage and discrimination along class, gender and racial lines, through our research work and wider civic engagement through partnerships with leading organisations (e.g. the Scottish Human Rights Commission and the Coalition for Racial Equality and Rights).
- Develop, recruit, mentor and retain academic staff of the highest calibre and foster an open and inclusive research culture.
- Establish world-wide research partnerships of high repute and strengthen the social science community in the UK and internationally in order to address socio-economic inequalities.
- Continue to secure local, national and international impact for our research across the academic community and with public policymakers, practitioners and users in public services, civil society bodies, and the media.

- Enhance our postgraduate research culture, which has developed significantly since 2014, to ensure that our graduates have the research skills that they need, to not only think critically, but to contribute to meaningfully supporting policy and wider communities.
- Build on the progress made to recruit high-calibre international PhD students.
- Given notable post-2014 successes in funding and knowledge exchange work, we will develop new ways of organising research groupings in light of the 2030 agenda for Global Goals and how we can best address the social issues that the agenda underlines.
- Continue to develop our undergraduate and Masters' offer which reflects our capacity and expertise to undertake international interdisciplinary research.

1.3 Achievement of impact

A significant amount of research impact has been accumulated across the social sciences since REF2014. The five impact case studies we have submitted demonstrate the breadth and depth of impact across the social science disciplines (ranging from research concerning migrants and refugees, to young people and the criminal justice system). It is also important to note that several colleagues in the School of Education and Social Sciences have contributed to team-based impact case studies across the university. The types of impact from UOA20 generally, but not exclusively, have been shown in terms of contributing research to reducing inequalities, understanding the lived experiences of vulnerable people and communities, parliamentary and governmental reforms, and improving the welfare and wellbeing of citizens. The submitted impact case studies exhibit these impact areas in further detail.

1.3.1 Impact Case Studies and Impact Approach

Our impact case study (ICS) strategy has been to ensure that each ICS showcases how UWS researchers, as far as possible and appropriate, adopt a co-creative approach to knowledge exchange with external bodies and policymakers. Each impact case study demonstrates such an approach on the basis of sustaining trusted and long-term relationships with stakeholders to enhance our research networks but also to benefit our students. For example:

- The **UWS-Oxfam Partnership** impact case study is intrinsically co-created and partnership-based. The ICS shows how external bodies such as NHS Health Scotland, Glasgow Social Work Services and the Scottish Community Development Centre play an active role in this work on social justice and poverty reduction and benefit from its rewards.
- The **policy and parliamentary capacity building through the co-creation of knowledge exchange and planning tools at EU, UK and devolved levels** case study demonstrates partnership working in research and knowledge exchange between, for example, the European Commission, Scottish Parliament, Westminster Parliament, Welsh Parliament (Senedd), Police Scotland, Education Scotland, NHS Health Scotland, and Healthcare Improvement Scotland.
- The **transforming understanding of drug-related harms** case study involves collaborative working with Scotland's Futures Forum and sustained engagement with the Scottish Parliament Cross Party Group on Alcohol and Drugs and the Scottish Drugs Forum.
- The **supporting young people and young adults to make positive life choices to avoid or move away from anti-social, violent, criminal behaviour and addiction** case study includes joint working between organisations such as HM Prison and Probation Service, the International Association for Human Values, and the Scottish Institute for Policing Research.
- The **enabling migrant and refugee integration via research, policy and practice** case study demonstrates that UWS researchers have undertaken in-depth and partnership-based work with bodies such as UNICEF, the Scottish Human Rights Commission, the Coalition for Racial Equality and Rights and the Glasgow-based NGO *Romano Lav* (Roma Voice).

Such a range of activities demonstrates our impact approach to work with stakeholders to foster research networks, collaborations and outcomes of mutual interest based on a commitment to the fairness and good governance of society. Impact case study authors have also implemented an

inclusive team-based approach to staff inclusion (both in terms of gender balance and in terms of career stage). **Connolly, Arnott** and **Clark** have managed this impact approach carefully in order to support colleagues to collate evidence and report on their impact within the thematic case studies since REF2014. For example, staff were supported to apply for the Research Crucible forum to further facilitate staff impact activities and develop research leadership skills.

1.4 Interdisciplinary Research

Our research strategy has been to grow an interdisciplinary research community which makes major contributions to tackling societal problems in Scotland, the UK and internationally. We achieve this through inclusive and progressive research and knowledge exchange activities across three interdisciplinary priority themes in the Division of Social Sciences: 1) **Society**, 2) **Policy/Governance**, and 3) **Justice**. The key research themes are all led by senior Professors, with other staff, including ECRs and PGRs, fully engaged in the decision-making processes, and this involves organising our research agendas as well as mentoring colleagues into future leadership roles.

The **Society** theme is led by **Clark** and **Collins** (up until he left UWS in 2019); the **Policy/Governance** theme is led by **Connolly** and **Arnott**; and the **Justice** theme is led by **Deuchar**. Below we detail the main post-REF2014 priority themes for UOA20.

Priority interdisciplinary theme 1: Society (links with the Society and Health University themes)

This priority theme is broad in focus but is represented by our research and knowledge exchange strengths in social policy and addressing social and health inequalities. The key areas include:

UWS-Oxfam Partnership: A More Sustainable and Equitable Scotland

Before REF2014 research collaboration between UWS and Oxfam Scotland laid the foundations of the UWS-Oxfam Partnership to work towards a 'more equitable and sustainable Scotland'. The partnership aims to achieve impact in terms of providing Oxfam with evidence-based findings in relation to the implementation of community and equalities issues in Scotland. Since its launch the Partnership has brought together the academic expertise from UWS, the social justice and anti-poverty advocacy strengths of Oxfam Scotland, and a wide range of civil society organisations linked to Oxfam's UK Poverty Programme in Scotland. Under the umbrella of the Partnership, the impact of public policies on equality, sustainability and poverty in Scotland have been critically examined. The overarching aim of the Partnership's diverse activities has been to inform the public debate about the future of Scotland. The Partnership's agenda is led by its Policy Forum (facilitated by UWS social scientists) which regularly invites stakeholders to discuss and challenge existing ideas and policies. These discussions also feed into Oxfam Scotland's work.

Migrant and Refugee Research

Since 2014, migrant and refugee research activity has developed significantly in the School. This theme is a key sociological and social work research strength of the unit of assessment involving **Clark, Sidva, Pietka-Nykaza, Atkinson** and **Gilligan**. Pietka-Nykaza's research addresses Polish migrant trajectories and settlement patterns in Scotland and accompanying questions of citizenship and integration, with a focus on education and employment sectors. The lived realities of HIV positive forced migrants from Africa who are living in Scotland with multiple disadvantages is led by Sidva. Clark's research, writing and activism focuses on working with Roma communities from central and Eastern Europe, examining their experiences of everyday racism, socio-economic in/exclusion and integration in the UK. Clark also focuses on indigenous Gypsy/Traveller communities in the UK, and he sits on the research advisory committees for a number of external NGO organisations on such matters (e.g., the Traveller Movement, the Advisory Council for the Education of Romanies and other Travellers and the Scottish Human Rights Commission). Through his research work and long-term activism, he is a Trustee of the NGO Romano Lav (Roma Voice) and a Director of the third-sector organisation the Coalition for Racial Equality and Rights. Taken together, these strands of academic work have produced high-quality and high-impact outputs which helps to inform multiple stakeholders about population mobility,

and settlement across the UK, in particular Scotland and England, and documents differing migrant and refugee experiences of social exclusion and integration.

Addictive Behaviours and Health

UWS social psychologists (e.g., teams led by **Parke**) and researchers in Alcohol and Drugs studies (e.g., **O’Gorman**, **Harkins** and **McPhee**) have made major contributions to understanding health behaviours, harms and inequalities. Academics in psychology have made important contributions to explain the psychological factors underlying a range of addictive behaviours and the negative impact of these including the following: gambling, cannabis use, social media addiction and obesity. Parke has worked closely with the national gambling regulatory body, the Gambling Commission, helping to shape responsible gambling policy guidelines and restrictions. Ongoing research into problem gambling in online settings, commissioned by the Gambling Commission, in partnership with the UK Department of Culture, Media and Sport and Gamble Aware, has led to recent regulatory changes in online gambling in Great Britain. Parke is regularly invited to provide evidence and evaluation for the Advisory Board for Safer Gambling and is an academic member of the Scottish Advisory Panel for Gambling. Internationally, Parke is working with the International Research in Gambling and Gaming group in Germany to support European gambling regulators (TÜV Intercert) produce safeguarding and harm-minimisation protocols for digital forms of gambling in offline and online settings.

Harkins, **Barrie**, **McPhee** and **O’Gorman**, who represent the UWS Contemporary Drug and Alcohol Studies Programme, engage in policy and publicly engaged research on alcohol and drug-related harms (DRHs), both nationally and internationally. This significant body of funded research projects and associated outputs has shifted the discourse on DRHs from a narrow focus on individual drug-using behaviour towards a more comprehensive analysis of risk environments. The impact assesses broader socio-cultural, policy, and practice influences on DRHs, including lived experience of stigma, discrimination, inequality, deprivation and contact with health and criminal justice services. Staff outputs and strategic guidance help inform policymakers, civil society and NGOs, demonstrating significant influence on policy, practice and public debate.

Children, Young People and Educational Contexts

Within the context of education, a research group made up of social psychology researchers submitted to UOA20 (led by **Edgerton**), has seen psychologists at UWS conduct research with children and young people across a wide range of areas. This research has strong practical applications and policy implications both in and beyond Scotland and researchers have worked with local authorities and government bodies.

Within the area of social inclusion, **Wilson** has focused on understanding inclusive education and the role teachers play in successfully including learners with disabilities in mainstream schools. She has examined teacher knowledge, explicit beliefs such as attitudes, self-efficacy, and stigma towards disability. She has also examined teachers’ unconscious biases and how these impact upon inclusive practice. More recently, she has investigated parental views of inclusive education. Wilson also has experience in bullying research and is part of projects aimed at enhancing social inclusion and emotional literacy of children with disabilities. In addition, she is currently involved in projects examining child, teacher and parent beliefs within low-attaining schools in Ghana and Malawi. Her work on inclusive education has resulted in important collaborations with Education Scotland and the Scottish Learning Disabilities Observatory Education. **Ballantyne’s** research concerns autism spectrum disorder and the inclusion of pupils to mainstream schools, from early years to secondary. The readiness of staff (both teachers and support staff) to teach and care for autistic pupils has been examined, including school settings, teacher knowledge and beliefs of autism. Her work also examines the usefulness of general ‘good practice’ for autistic pupils in primary schools. She has been a contributor to the Education Institute of Scotland (EIS) and the Scottish Secondary Teachers’ Association (SSTA) union providing training opportunities on autism spectrum disorder to teachers and contributing to their annual conferences.

Within the area of young people, employment and education, **McKechnie** has continued to develop and expand his research since 2014 with his colleague **Simpson**. The research explores

the costs and benefits of early work experience and the relationship between employment and education. They have continued to examine the policy implications of this subject area as demonstrated by their work for the Isle of Man government funded project to explore child employment registration. The focus on employment has also expanded by the work of Boyle and **Scott**. In the case of **Boyle**, she has focused on the use of serious games in terms of career skills in a project funded by the EU Lifelong Learning Programme and more recently, Scott and Boyle were successful in securing Erasmus+ funding to investigate the use of technology to facilitate graduate skills awareness. These projects share a concern around employment, employability, and education that has built upon this area since 2014.

Dementia research

Jenkins is the founder and co-convenor of 'Multi-Species Dementia International Research Network' with Ritchie & Jack-Waugh, which currently has over 60 members from two continents and several countries. Since 2014 this work has focused on exploring the social and cultural aspects of 'dementia', with a particular focus on exploring lived experience of dementia related conditions in younger adults and in comprehending how understandings of dementia and its effects are shaped by human subjectivity. The research draws on a variety of innovative qualitative methods, including participatory theatre, analytical vignettes and public sociology, and this work was shortlisted for the 2017 BSA Sage prize for Innovation & Excellence. This work is inherently interdisciplinary, drawing on concepts and theoretical frameworks from across the social sciences, humanities and biomedical sciences. Since 2018, and with funding from the British Society of Gerontology (BSG) and Wellcome Trust, Jenkins has been leading development work exploring the contributions, contours and controversies of 'multi-species' approaches to dementia research, policy and practice, in collaboration with colleagues in the School of Health & Life Sciences at UWS (Drs Jack-Waugh & Ritchie).

Priority interdisciplinary theme 2: Policy/Governance (links with the 'Society' and 'Health' University themes)

Academics in social sciences are heavily involved in social/public policy, territorial governance, politics, and public administration research within the theme of governance. This includes work focused on multiple level public sector reform and crisis governance (**Connolly; Pyper; Van der Zwet; Pugh**), constitutional change and territorial governance (**Arnott**), regional policy (**Van der Zwet; Clark**), governance in Asia (**Van Noort**) and labour market studies (**Fuertes**). Moreover, the topic area of national identities is a major research interest in the School. **Leith's** work primarily concerns nationalism and national identity in Scotland itself and within the Scottish diaspora. **McNally** explores aspects of Irish nationalism, nationalist rhetoric and political theory. **Campbell** has undertaken significant research since 2014 to understand the dynamics of political behaviour in Germany. **McKeever** also researches European identity in the context of citizenship. **Lambley** has conducted social work research as part of international networks into the leadership and management issues relating to social work policy and practice changes.

Examples of major funding successes in recent years within this theme include:

- *The Impact of Brexit on UK Fisheries Policy* (funded by the *Economic and Social Research Council*). This ESRC-funded study was led by **McAngus** with **Van der Zwet** and **Connolly**. Significant knowledge exchange (with policy-makers, non-governmental associations and parliaments in Westminster, Scotland and Wales) and academic dissemination has emerged from this study, including collaborative research and policy outputs with the Brexit think tank 'UK in a Changing Europe' led by **Professor Anand Menon**.
- *Waste, Water and Wellbeing: lessons from the interface of formal/informal urban systems in Dharavi, Mumbai* (funded by the British Academy *Global Challenges Research Fund*). **Clark** and **Connolly** are co-investigators on a UWS-led study (**Jeffery**). The study provides an in-depth analysis of formal/informal infrastructural collisions in Mumbai. Dharavi, as one of the largest informal settlements in Asia, is a highly significant centre of employment and economic activity but is directly affected by many global challenges e.g., poverty, plastic waste, water shortage, poor urban resilience, migration, housing and sanitation.

- *Advanced Metagenomics, Sensors and Photocatalysis for Antimicrobial Resistance Elimination* (funded by NERC - *Natural Environment Research Council*). This study has become one of the University's major flagship interdisciplinary and cross-university projects which aims to assess the impact of antibiotic pollution on the environmental microbiology and to design effective measures for monitoring antibiotic levels and to remove them from the waste if they are present. The project is led by **Henriquez** (School of Health and Life Sciences) and **Connolly** is the social science lead on the project, which involves working with policy and industry stakeholders in waste-water management to co-create effective regulations and policies aimed at addressing antibiotic waste in the environment. This project shows how social sciences contribute to major Research Council projects which aim to address the significant threats to populations and societies caused by antimicrobial resistance. It also contributes to global efforts to secure a 'One Health' approach to international regulations i.e., to ensure that regulations reflect multiple disciplines working locally, nationally, and globally, to attain optimal health for people, animals and the environment.

These studies are robust examples of how the university supports interdisciplinary working and a non-silo-based and globally engaged research environment.

Priority interdisciplinary theme 3: Justice (Links with the 'Society' and 'Sustainability' University themes)

The Justice research theme, led by **Deuchar**, concerns aspects of social justice as well as criminal justice. The signature research area in this theme is a life-course perspective focused on how young people and adults can be supported to make positive life choices to either avoid or move away from anti-social, violent and criminal behaviour. Other staff who contribute to this theme include **McLean** and **Miller** who research gangs, criminal networks, and youth crime. **Anderson** also researches criminal desistance. There is also a strong Policing strand to this theme of the UOA. For example, **Atkinson's** research into terrorism, human trafficking, and organised crime. He also investigates policing reform in Scotland. **Sapouna's** work has involved developing evidence-based anti-bullying programmes and training for organisations (including game-based approaches). **Martin's** research has involved multiple law enforcement agencies and examined crime and antisocial behaviour. A major project under the justice theme is that of the Unforgotten Forces study led by **Frongidoun**.

Unforgotten Forces: Poppy Scotland (funded by the *Ministry of Defence*).

Frongidoun, Campbell, Leith and **Sturgeon** have provided an independent evidence base, drawn from the service providers and older veterans who are using the services, to inform the future development of programmes to support former military personnel. The project, a 3-year funded project, was awarded GBP4,000,000 from the MoD/LIBOR Aged Veterans Fund. The Project aimed to deliver services to enhance the existing support for older veterans in addressing loneliness and isolation, respite breaks, a new day centre, therapeutic programmes in care homes and advice on issues such as benefits, support for those in medical pathways and help with essential transport. The evidence from the project, and consortium, called for extensive support to older veterans across Scotland including free travel for those who needed it to hospital and other appointments, support with hearing and sight loss, support in transitioning from hospital settings, befriending services and day centre activities for older veterans all of which were impacting on the older veterans' well-being and addressing not only physical needs but loneliness and isolation.

The research groups which sit under these priority themes have informed a renewed university research strategy focusing on the UN Sustainable Development Goals. These themes are linked together by a common strategy to make a difference to the communities that we serve to provide useful research for policymakers based on our current and historical research strengths in the areas of alcohol and drugs, social policy, criminal justice, and public policy.

Other key intra-School research themes which have enhanced our research activities and culture since REF2014 include: *Addictive Behaviours and Health, Children, Young People and Educational Contexts; Scotland, Nationalism and Identity; Public Sector Leadership, Management and*

Reform; Multi-level Governance and Brexit; Refugees and Migration; Criminal Justice and Youth Crime, Risk Environments and Inequality. There are also synergies between these areas, and these are illustrated within our REF impact case studies. For example, sociology and social policy colleagues work with criminal justice colleagues across disciplines in the area of refugee and migration studies – such as research into human trafficking. In addition, politics colleagues who research nationalism work alongside policy researchers on governance reform issues as a result of Brexit and COVID-19. We also collaborate with other research groups across the University, on inter-disciplinary problems of shared interest, and with research centres across the world in the areas of *Gaming, Virtual Reality and Online Digital Media and Sports and Events.*

1.5 Open Research Environment

To facilitate an open research environment, the UWS Library provides advice, guidance and user education to support the University's policy of guaranteeing Green Open Access. In addition, the Library actively contributes to consortium-level negotiations with publishers to access discounts for Article Processing Charges for Gold Open Access. Currently, Green Open Access is delivered via the UWS Research Repository (i.e. PURE). The Library works closely with colleagues in social sciences, coordinated via **Leith** as the library liaison officer, and gives clear advice and support to help staff ensure that their publications are stored on the repository in a timely fashion and that this fulfils the Open Access requirements for REF. The library also works closely with social science colleagues to help progress the UK's agenda for making publicly funded research more widely available to the public at no cost. In social sciences this open access to research is fundamental given the type of socially useful research work staff engage in and it goes beyond the minimum open access requirements.

1.6 Research Integrity

UWS fosters and supports a culture of research integrity in social sciences via its active and supportive ethics committee. Currently chaired by **McPhee** - and supported by a rotating committee of PhD students, early career researchers and more senior academics (currently eight members in total) - the governance of research integrity is assured via the work of the ethics committee. All empirical research projects, whether undergraduate, postgraduate or staff applications, are subject to robust processes of ethical scrutiny. This is in line with our research strategy to ensure that all our research is undertaken to the highest ethical standards. On application through our online Ethics Review Management system, studies are reviewed by independent and anonymous reviewers who have expertise in the topic area, as well as being overseen by the Chair and the wider committee. The turnaround time for each application is usually 14 working days maximum. Reviews are firm but fair, offering collegiate and supportive feedback to applicants. It is the role and function of the ethics committee to ensure that UWS social science research is carried out in an ethical, legal and professional manner, reflecting the values of the university, as well as professional bodies of the social science disciplines (for example, the Social Policy Association).

People

2.1 Staff Development Strategy

UWS Research Services work collaboratively with ESS professorial leads for Research Strategy, Research Quality, and Research Mentoring and Development to design and offer staff on-going research support. From 2017-2019, a research support programme - 'Grant Accelerator' - was co-produced by the School, wider university, and UWS Research Services to enhance the skills and knowledge of staff to develop successful external grant applications. In the Grant Accelerator programme, bi-monthly main sessions were supplemented by bite-size workshops facilitated by experienced colleagues (e.g., **Arnott, Clark, Connolly** and **Deuchar**, as well as **Boyle & Martin**) with a successful track record of securing external research funding. Further development support is available to ECRs via the UWS Crucible programme. This programme supports academic staff in sharing perspectives and build relationships which may lead to interdisciplinary collaborations now or in the future.

Since 2014 the growth in the number of externally funded research applications from academics based in the Division of Social Sciences (see section 5c) also reflects the career progression of

ECRs. Sixteen ECRs participated in the UWS Crucible programme and twelve ECRs academic staff undertook the Grant Accelerator programme during the period 2014-2020. Grant Mentoring workshops were also held both at university and at School levels for colleagues to provide further informal support in the Grant Accelerator Programme. Ways to maximize the dissemination of research and impact activities were also included in this supportive mentoring programme. Staff are encouraged to review their research plans on a six-monthly basis via the institutional 'MyContribution' performance development and review process and are supported with their training needs in line with individual career aspirations. By working with their line managers, staff identify their priorities to support their research development aligned to university and School research themes.

2.2 Staffing and Recruitment

The expectation is that every new appointee to an academic post will already hold a PhD qualification. While this is the norm in most parts of the School, and always in the Division of Social Sciences, it is not common for those recruited from practice and so those in education or social work posts will more likely have to complete a doctorate after appointment. This is a contractual requirement. Our income successes have allowed the School to reinvest in new appointments research support and facilities. For example, key appointments have been made to the politics group, criminal justice and psychology group since 2014. The recruitment strategy has been based on further enhancing our research-led teaching in these areas. The increase in staffing in criminal justice and politics has had a direct bearing on our research impact agenda given that the vast majority of new appointments in these areas are contributing to the UOA20 case studies. Further, the School strategy is that investment within the psychology discipline, in terms of staffing, has been based on a strategy to widen the UOA submissions in a future post-2021 REF (i.e., to develop research impacts in psychology and impact streams for future case studies). Equality and Diversity Training also supports staff with their research roles, for example the Women's Leadership Programme has unlocked invaluable support for the career development for academics.

2.3 Support for Early Career Researchers

Early career researchers have accessed support by the UWS Doctoral College via workshop programmes. This includes training in PhD supervisory roles and also to Chair doctoral *Viva Voce* exams. Monthly supervisor forums provide a framework for information exchange and peer-to-peer support among staff. During the COVID-19 pandemic additional support to staff was made available to assist them in achieving their research objectives (for example virtual research support sessions were held across the School). Through mentoring support, this collaborative approach to supporting staff research development has facilitated ongoing support for staff, especially early career lecturers and researchers. In session 2018-19, eighteen staff participated in on-going mentoring support. In addition to mentoring, early career researchers are further supported by the UWS Crucible programme. Workshops and seminars on collaborative research working amongst early career researchers at UWS have been very successful. Since 2014, sixteen UOA20 ECRs have participated in the programme. The UWS Crucible facilitates the highest quality personal development experience for selected 'research leaders of the future' from academia, research institutes and business. To further support the research culture, internal peer-review systems for staff seeking to submit external applications for research funding has been managed throughout this REF period. This process has facilitated the support for sustainable interdisciplinary research themes and high-quality applications. The approach during the pandemic was to strengthen mentoring support for ECRs (and non-ECR) staff to work in flexible ways. We have been particularly keen to support ECRs in their research activities and as such worked with UWS People and Organisation Development in accessing Carers' Fund and Flexible working arrangements for those staff with caring and other responsibilities.

2.4 Academia – Industry Exchange

Social science input, by **Connolly**, has contributed to cross-university COVID-19 research led by tensARC Ltd (fabric manufacturer) on the need for effective face coverings to reduce virus transmission to help protect the people who may be at more risk of harm from COVID-19. This project has been supported by a Scottish Funding Council grant and by a grant under Innovate UK. Overall, however, the nature of our research is predominantly revolving around challenges in the public

sector and third sector organisations. The enterprise aspects of the social sciences tended to be based around contract research or consultancies. For example, since REF2014 **Van der Zwet** has undertaken consultancy with the World Bank and the European Commission in the areas of urban development; **Connolly** has undertaken a range of consultancies with education and health agencies in Scotland which have led to the development and wide dissemination of evidence tools to inform practice. Examples include a Mental Health Outcomes Framework with NHS Health Scotland - see <http://www.healthscotland.com/ofhi/MentalHealth/content/MHtools.html> - and an Early Intervention Framework for Children and Young People's Mental Health and Wellbeing with NHS Education for Scotland – see <https://earlyinterventionframework.nhs.scot/>. These examples show that working co-creatively to support such organisations is a reflection of the types of social science research undertaken at UWS.

2.5 Research & Impact Rewards

Rewards from research successes include academic promotions (research and enterprise is a key criterion for promotion at UWS). For example, research successes have been an important factor in academic promotions to Senior Lecturer (e.g., **Pietka-Nykaza**, **Bruce**, **Van der Zwet**, **O'Donnell** and **Sapouna**), to Reader (e.g., **Troup**), and to Professor (e.g., **Leith** and **Connolly**). Furthermore, academics are also supported to reap academic rewards through individual research accounts based on enterprise income (with the support of the Dean of School). There is also a progressive approach to rewarding time on work (activity) plans (e.g., staff time allocated to research is linked to research income successes).

2.6 Research Students

The PGR research environment for students linked to UOA20 has seen significant investment during a period of rapid and intense institutional change. There have been 32 PhD completions since 2014 (21.5 submitted for REF4a) and the School and Divisions have successfully created a research environment that has attracted a further 34 international students from Algeria since 2019, significantly improving the vibrancy of our PGR student community.

In parallel with this increase in student numbers, the University, School and Divisions have looked to facilitate the development of a strong international research culture. At the university level doctoral students are supported by seminars, training and events organised by the Doctoral College and the UWS academy. At School level, doctoral students have benefitted from regular cross-School 'Teachmeets', organised on a monthly basis. The meeting provides a space for students to discuss research specific issues (ethics), PhD processes (e.g., transfer events, the *viva voce*), professional development (teaching, publications, etc.) and allows students to present their research in a safe space. There are also divisional colloquiums where students present their research progress.

To support international doctoral students, the School has created a specific Doctoral Induction Programme designed for students from across its Divisions, and attended by students from across the institution. This 12-week programme, representing around GBP8,000 of investment and involving over 10 members of staff, provides participants with advanced research training coupled with dedicated English language support, culminating in the creation of a refined research plan which can be commenced immediately on enrolment and which forms the foundation for the doctoral journey. The growth in numbers of doctoral students has also been matched by investment in resources, the most notable of which has been the creation of high-quality study areas on Paisley campus for doctoral students with dedicated desk-space and IT infrastructure for each individual, and a second smaller suite designed for 24-hour access. The budget for these improvements has been GBP150,000 in the 2019-20 financial year, with further spaces planned in the coming year. Early career researchers have also accessed support by the UWS Doctoral College via workshop programmes to prepare them for PhD supervisory roles, chairing doctoral *viva voce* exams and the role of internal and external examiners.

In addition to the above, up to GBP1,500 is available for each doctoral student to support their research and development and each student is provided with a laptop computer on initial registration. Further support relates to software requirements and includes access to QuestionPro, Nvivo,

SPSS and many other packages. Each student has a minimum of two supervisors, one in the lead role, and a third colleague as an assessor. The assessor has both an academic and pastoral role and evaluates progress at specified dates: after 12 weeks, after 6 months, and then annually, or as required. The assessor is also responsible for evaluating performance related to 'transfer' which is the point at which the student is assessed as meeting doctoral progression requirements. The online MyPGR platform helps structure and manage progress and is also used to meet UKVI requirements for international students. This administratively precise approach has helped the School improve timely completion rates.

The School runs various research seminars and training events throughout the year to supplement those offered by the Doctoral College. Through the School's membership of the Scottish Graduate School of Social Sciences, a number of workshops have been funded. Three doctoral students have also received funding for internships at the Scottish Government. Senior policy specialists from the Scottish Policy Research Exchange have also provided support and information for students whose research has a strong policy link. In addition, each Division offers a range of research events with a more disciplinary focus. **Clark** has facilitated PGR development opportunities, including methods training, through her role as Associate Director at the Scottish Graduate School of Social Science since 2018.

2.7 Equality & Diversity

UWS is an inclusive university and committed to principles of Equality and Diversity. The School monitors progress of the UWS Public Sector Equality Outcomes and Mainstreams Actions. How we support staff and sustain an inclusive research culture reflects the procedures to mainstream equality, diversity and inclusion. For example, since 2017, UWS have, via the annual Staff Reviews (MyContribution) process, encouraged conversations between managers and staff around their contribution to EDI activities. A Black and Ethnic Minority Staff network and an LGBT+ network (which are both peer led) were established in 2017. In 2020 the School of Education and Social Sciences established an Equality and Diversity Committee to work with colleagues in advancing the UWS commitment as an inclusive university. This committee runs alongside a new social science working group aiming to 'decolonise the curriculum' and assist staff in revising their classes and approaches to equality and diversity in their practices and pedagogies. All staff have received and participated in training in Equality and Diversity. The Equality Act 2010 and Human Rights legislation promote ideals that are embedded within the UWS and Schools research strategies.

UWS supported Women into Leadership through the Aurora Leadership programme 2013-2017. UWS People and Organisational Development team have now designed their own Women into Leadership programme. This has allowed a larger number of participants on the programme. UWS has secured a Bronze Award Athena Swan accreditation in 2019, demonstrating commitment to advancing the careers of women. We are also committed to inclusive provision under the terms of the Equality Act 2010. Further evidence of the inclusive approach by the School is through staff participation to agree on the values underpinning our School governance - promoting equality, dignity, respect and understanding that shape our day to day working. These shared values create a culture that supports diversity and individual differences.

3. Income, infrastructure and facilities

3.1 Research Income and Funding Strategy

Since 2014, UOA20 has reported GBP2,200,000 in external research income up to the end of the 2019/20 financial year. Approximately 65% of our research income sources is drawn from governmental bodies and charitable organisations, which is a reflection of our social purpose and continued successes in undertaking research which aligns to governmental priorities. This research income has also helped to support a staff development fund which is used to support research costs, including conference fees, travel, and fieldwork. This amounts to around GBP60,000 in the current financial year, with priorities being given to costs which relate specifically to valued research outcomes or for early career researchers.

3.2 Organisational Investment

The Dean's Executive Group has also allocated specific time and roles to some of the social science professoriate to help lead and support its research agenda: **Connolly** has the key role for overall Research Strategy, **Clark** for Research Quality (with a particular focus on arranging and overseeing internal reviews for all external grant applications), and **Arnott** for Research Mentoring and Development. **Deuchar** is responsible for international research partnerships and collaboration. More recently, **Leith** has taken on a liaison role with the university's library and information services to support research. **Van der Zwet** and **Matemba** at the lead for Postgraduate Research Students in the School and they work with colleagues across the institution to ensure that PhD students contribute to, and benefit from, an engaged postgraduate research community. **McPhee** is the Chair of the School's Ethics Committee. The previous School's Ethics Lead and vice-chair co-ordinated a review of the ethics process in 2016-2017.

With the School's staffing costs sitting at approximately GBP9,000,000, nearly GBP2,000,000 annually is dedicated to supporting research activity. A further 10% allocation is given to every academic colleague for 'Scholarship Activity', some of which is dedicated to research. This amounts to some GBP800,000 per annum. Professors and Readers in the School are appointed or promoted on the basis of being able to enrich the research environment and to demonstrate leadership across a number of areas, including mentorship, research quality and support for ECRs. Colleagues undertaking doctoral study have a 10% allocation of time to support this, and have their fees waived if undertaking the degree at UWS or 50% of fees if at another institution. Colleagues receive staff development within the School, through our central Research Services and externally where appropriate.

3.3 Support Staffing and Infrastructure

Two professional services colleagues in the School are also employed with specific school research administration support roles: to support research applications and awards, and to provide support to doctoral students. This level of School-based support ensures academic ambitions can flourish.

3.4 Specialist Research Infrastructure for Impact

There has been significant investment in social psychology at UWS in two core areas, facilities and equipment. In 2014, the University opted to re-locate the psychology laboratory space so that it was co-located with the staff group. This allowed the new laboratory spaces to be purpose built to support staff and student research. The new facilities included enhanced computer suites, isolated cubicles to support one-to-one testing/data gathering and the introduction of a social psychology lab for focus group and interview work. The total investment in this re-design was approximately GBP275,000. Investment in facilities has continued to reflect the growing staff group and research interests. For example, in 2018 an additional laboratory space was created to support research work in biopsychology and more specifically work with electroencephalogram (EEG) equipment (approximately GBP10,000 of investment). These new facilities have had a significant impact in supporting staff and post-graduate students' research. The isolated cubicles has allowed for the development of staff research linked to their drug research and supports postgraduate research students.

The School and University supported capital bids to enhance our existing equipment stock. Between 2016 and 2018 we invested in eye-tracker equipment in the form of a desk based and mobile systems (approximately GBP30,000 and GBP15,000, respectively). During 2017-18 we added to our biopsychology equipment to support staff research interests, including the purchase of an EEG and Transcranial direct current stimulation (tDCS) and additional software and wearable biometric measurement equipment (GBP65,000). We continue to invest in equipment and resources to support staff and student research. In 2018-19, the School upgraded computing equipment to provide the higher specifications required for research purposes and additional software to support the greater use of online data collecting. All of the above investments have enhanced staff research capacity and teaching facilities.

3.5 Cross-HEI Infrastructure Collaboration

Social science research and networking also benefits from UWS membership of Universities Policy Engagement Network (UPEN) and the Scottish Policy Research Exchange (SPRE) which foster collaborations (including resource sharing) between researchers and PGRs across universities and civil society bodies in the UK. UWS is also a member of the Scottish Graduate School for social sciences, which allows PGRs to be supported to share research spaces (pre-pandemic) with PGRs in different institutions on project-based activities.

3.6 In-kind Benefits

UWS research has generated a number of in-kind benefits in terms of supporting the student experience. Examples include Police Scotland delivering research seminars to support the Interdisciplinary Research Unit on Crime, Policing & Social Justice and colleagues at Education Scotland and Public Health Scotland have given talks to undergraduate and postgraduate social science students. Students also benefit from a strong programme of guest speakers from organisations such as Oxfam, the Coalition for Racial Equality and Rights and the Scottish Human Rights Commission as well as visiting academic speakers from around the world. Further in-kind benefits are obtained from our international partnerships. For example, our strategic partnership with the Metropolitan State University (MSU) of Denver has allowed UWS social work and social science students to get involved in teaching and research collaborations with MSU academics.

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

4.1 Research Collaborations, Networks and Partnerships

Our research is strategically focused on social policy, politics, criminal justice, sociology, social psychology and social work, due largely to the targeted investment that has culminated in positioning research within CSSC. Staff routinely engage with a wide variety of external partners, such as the Scottish Human Rights Commission, Oxfam, the Coalition for Racial Equality and Rights, Skills Development Scotland, the UK Parliament, the Scottish Parliament (to name a few) in order to secure strong impact for our research in terms of changing policy and practice. Since 2014, there has been a significant development in the breadth and depth of the research and knowledge exchange work being undertaken across the social sciences. For example, our international-level interdisciplinary social science research, with social policy, politics, governance, social psychology, and criminal justice are major strengths. We have seen major successes in funding (including via Research Councils e.g., the ESRC-funded Brexit and fisheries policy study and the NERC-funded antimicrobial resistance study), PhD student completions and impact activities with external organisations such as Government, charities and other I/NGOs. The continued strategy for this UOA has been to build on our strengths and cultivate a research culture where we make a real difference to communities and public policy locally, nationally and internationally.

4.2 Engagement with Users, Beneficiaries and Communities

A major example of how UWS research has led to engagement with users, beneficiaries and communities has been via the UWS-Oxfam partnership. The partnerships 'Austerity and Health' project (involving **Collins** and **Connolly**, in collaboration with **Dr McCartney at NHS Health Scotland** and **Professor Mackenzie from University of Glasgow**) contributed to local community-level and national policy-level discussions about the relationship between austerity and the health and social fabric of ex-industrial communities. This study was part of, and contributed to, research led by Professor Collins' work into *excess mortality* which involved various partners including the Glasgow Centre for Population Health. Both the Austerity and Health and Decent work studies have led to highly impactful academic publications and media attention. Furthermore, **Clark** and **Van der Zwet** have led a 'City Deals' project to understand the ways in which city deals might successfully support community and equalities interests as part of the economic development agenda. The research focused in particular on partnership, City Deals design process, stakeholder participation, capital and policy investments, gender and equality considerations, decision making processes, and visions for the future.

4.3 Contribution to Economy and Society

A key strategic societal impact from UWS research (as seen in the UWS-Oxfam partnership ICS) was the creation of the Scottish Government's Poverty and Inequality Commission as a result of

high-level engagement by the Partnership. The Commission was established from 1 July 2019. It is an advisory non-departmental public body which advises Scottish Ministers on any matter relating to poverty or inequality in Scotland, including the impact of policies and the use of resources in reducing poverty and inequality. This is a major achievement from social science research. In fact, the five ICSs for UOA20 demonstrate the pioneering contributions of UWS research to tackling endemic social problems, strengthening our communities and improving public services in the line extant societal challenges (including Brexit and the COVID-19 pandemic). The academics who contribute to this UOA are passionate about promoting social science research widely. This includes the need to be responsive to new developments. For example, academics have contributed to understanding the impact of the COVID-19 pandemic on social care workers and public attitudes towards the COVID-19 pandemic control measures (www.pandemicpolitics.net). They have been successful in undertaking research into Brexit but also making links between governance crises associated with Brexit and pandemics planning and responses - <https://policyscotland.gla.ac.uk/policy-briefing-brexit-crisis-management-pandemics/>. The Contemporary Drug & Alcohol Studies programme at UWS is lead partner in a leading edge inter-institutional research project funded from October 2020 by the Scottish Drug Deaths Taskforce. The project is entitled 'Understanding the Role and Potential of Primary Care in the Prevention of Drug Deaths post COVID-19', and is led by **O'Gorman** and **Professor Whittaker, University of Stirling**. The study, with research sites in **Glasgow** and **Edinburgh**, will engage in interviews and focus groups with GPs, patients, affected family members and other stakeholders with complex systems mapping. Moreover, 2021 marks the tenth anniversary of the UWS-Oxfam Partnership. We will continue to work with Oxfam Scotland to deliver projects which seek to involve our communities to make real world impacts to address poverty and to reduce inequalities in the post-pandemic context. An example of this research regarding food insecurity in light of the COVID-19 pandemic.

4.4 Discipline, Interdisciplinarity and International Priorities

UOA20 social scientists are influencing and developing their respective sub-disciplines through their external roles. Since 2014 the profile and esteem factors to support the research environment has seen major positive developments. Academics undertake grant reviewing for major funding bodies aligned to international funding priorities. For example, Dr van der Zwet, Professor Arnott and Professor Connolly have been active members of the ESRC Peer Review College. Also, staff also do not only review for journals, book publishers and funding bodies, but are also editors for journals with international standing or members of editorial boards. For example:

- **Clark** is Editor of *Romani Studies* journal and a member of the Editorial Boards for *Critical Romani Studies* (CEU) and *Sociology Compass - Race and Ethnicity*
- **Connolly** is the Editor of *Contemporary Social Science* journal (the flagship international journal of the UK Academy of Social Sciences).
- **Jenkins** is an Associate Editor for Sociological Research Online
- **Atkinson** is Editorial Officer for the journal *Criminology and Criminal Justice* and has served as Associate Editor for the journal. **Campbell** is Associate Editor for the *Journal of Contemporary European Studies*.
- **Deuchar** is a member of editorial board for *Police Quarterly* and *Urban Crime* journals.
- **Leith** is a member of the editorial board for the *National Identities* journal.
- **Troup** is an Assistant Editor for *Frontiers in Psychology*, Assistant Editor *PLOS ONE*, Assistant Editor for Peer J., editorial board member for *Medicine* and has been Special Topic Editor Frontiers Psychology Emotion Section 'Cannabis and Emotion'.
- **Baumgartner** is on the Editorial Board for the *International Journal of Boyhood Studies*.
- **Sidva** is a member of the Editorial Board for *Practice in Action*.

4.5 Wider Influence and Contributions

Moreover, the School's strategic research position has been to encourage staff to engage with external professional bodies and to contribute to their wider disciplines. Since 2014 several of our academics, at all career stages and across social science disciplines, contribute to the wider discipline through their work with professional associations. For example:

- **Arnott** is Associate Director of the Centre for Families and Relationships (a consortium of universities that works collaboratively with service users, practitioners and policy makers on research and knowledge exchange on families and relationships).
- **Connolly** served as co-convenor of the Public Policy and Administration specialist group of the UK Political Studies Association (PSA) - the largest group of the PSA (2014-2019). He is also a Member of the Publications Committee of the UK Academy of Social Sciences and Visiting Scholar at the Metropolitan State University of Denver, Colorado USA.
- **Bolger** was elected to the Professional Standards Committee of the Career Development Institute in 2019.
- **Campbell** is Secretary of *International Association for the Study of German Politics*
- **Clark** has been Associate Director (Methods Hub) for the Scottish Graduate School of Social Sciences (2017-2020).
- **Edgerton** is Research advisor to Architecture and Design Scotland
- **Jenkins** is a Steering Group Member for MedSoc Scotland.
- **Leith** is co-convenor of the *Britishness* specialist group of the UK Political Studies Association.
- **Troup** is an Affiliate Faculty Member of the Graduate School, Cognitive Neuroscience, Northern Michigan University, Marquette, Michigan. Troup was also Affiliate Faculty - Cognitive Neuroscience Colorado State University, Colorado, USA, Department of Psychology (2017-2018)
- **Pautz** is co-convenor of the *German Politics* specialist group of the UK Political Studies Association.
- **McCrory** has been a member of the Career Development Institute (CDI) working group to review the content and learning outcomes for the UK professional qualification, the Qualification in Career Development (QCD). McCrory was also a member of the Scottish Government Steering Group for the 2020 Scottish Career Strategy.
- **Wilson** is a member of the British Psychological Society's Psychology of Education Committee
- **Sidva** is co-convenor of the Global Refugee Health Research Network (GRHRN): Addressing the evidence gaps for informing migration and health policies. Led by University of Edinburgh and partners from the Global South (Jordan, Uganda, South Africa, Bangladesh, India) and North (UK, Australia, Canada and the US).

Academics submitted to UOA20 have received significant awards since 2014:

- In 2016-17 **Deuchar** was the recipient of a prestigious Fulbright scholarship award and spent a semester as Fulbright scholar-in-residence within the School of Criminology and Criminal Justice as Affiliate Professor at Florida Atlantic University, USA. Deuchar's Affiliate Professorship has been renewed for second term 2020-2023.
- **Wilson** won the British Psychological Society Psychology of Education Section Early Career Researcher Award in September 2017.
- **McLean** won European Association for the Sociology of Sport Young Researcher Award in 2017.
- **Maciejewski** won the Psychonomic Society International Graduate Award in 2018.
- In 2016-20 **Arnott** was awarded a competitive Parliamentary Fellowship. The scheme, run in partnership with the Political Studies Association (PSA) gives fellows an opportunity to increase the impact of their research by working with the House Service to build public understanding of Parliament, as well as to inform, evaluate and enhance the House's work and that of its Members.
- In 2014, **Connolly** was awarded a place on the prestigious and highly competitive Scottish Crucible for Future Research Leaders funded by the Royal Society of Edinburgh.
- In 2014-15 **Clark** was awarded a staff Erasmus travel grant to spend research time at the University of Amsterdam and work with colleagues in the Institute for Migration and Ethnic Studies. In 2017-2018, Clark was awarded a competitive Royal Society of Edinburgh Fellowship to visit the University of Ljubljana in Slovenia for an extended period of time, six

Unit-level environment template (REF5b)

weeks in total, to work with colleagues at that institution on a research project in the field of Romani Studies.

- **Anderson** won the prize for best journal article in 2016 with *Probation* journal.
- **Jenkins** was shortlisted for the prestigious BSA Sage Prize for Innovation & Excellence (2017).