

Institution: University of Worcester
Unit of Assessment: 20 Social Work and Social Policy
<p>1. Unit context and structure, research and impact strategy</p> <p>1.1 Context and structure</p> <p>This unit brings together staff from three Schools: Psychology (specifically the Department of Violence Prevention, Trauma & Criminology); Allied Health and Community (specifically the Department of Social Work and the Community); and Humanities (specifically the Departments of History & Sociology and Law).</p> <p>Prior to the academic restructure described in the institutional environment narrative (REF5a 1.1), Psychology and Allied Health and Community were part of a single overarching organisational unit, the Institute of Health and Society. This means there is well-established collaboration between staff in these Schools which has been maintained and developed in the new structure, through co-publication and co-supervision. There has also been close collaboration between our sociologists and staff in Social Work driven by aligned interests in social justice and inequalities. This too has led to co-publication. There are emerging links between Law and Violence Prevention, focused on family law and specifically family courts.</p> <p>There are three distinct sub-units in this submission focused on: Violence Prevention; Social Inclusion; and Law.</p> <ul style="list-style-type: none"> • <u>Violence Prevention</u> In 2014, the University established an education and research centre for the study and prevention of violence and abuse. The centre is focused on the prevention of all forms of violence, abuse and trauma, inclusive of culture, gender, sexuality, age, black minority and ethnic group, and social status. Its work spans the victim/survivor/bystander/perpetrator spheres. It seeks to develop innovative interdisciplinary methods through which social scientists (psychologists, sociologists, criminologists, social policy makers) join with colleagues in all relevant disciplines, such as health and education, to develop new ways of combating violence, abuse and trauma, or new ways of understanding violence and abuse in order to raise public awareness and/or engage broader public audiences in debates about violence prevention. Initially part of an Institute of Health and Society, following an academic restructure in 2018 (REF5a 1.1.4), the centre became part of the School of Psychology and sits within a Department for Violence Prevention, Trauma & Criminology. Staff in the submission who fit in this unit are: Bowen, Erol, Jones, Grubb, Taylor-Dunn, Richards. • <u>Social Inclusion</u> This sub-unit consists of staff from Psychology, Sociology and Social Work (Misca, Nehring, Sarbu, Sealey, Unwin). Its work is focused on exploring and confronting the circumstances that promote social exclusion, social isolation and oppression in UK and international contexts. It seeks to enhance its research by including those affected in the design and delivery of the research and to carry its work into practice by working closely with organisations that have the power to enable change. Its research has explored, for example, service user involvement in social work education, barriers for disabled foster carers, adoption by LGBTQ+ parents, disability in traveller and Roma communities, the impact of British family migration policies on transnational couples and challenges for children growing up in military families. • <u>Law</u> The School of Law opened in 2016, its first cohort of students graduating in 2019. A small department, reflecting its stage of growth, with a nascent but vibrant research culture, the decision was taken to return the small number of staff in this area (Mongahan, Price) in UoA20 rather than seek an exception from submission for small units. The sub-unit has an emerging focus on family law, fraud and criminal trials.

Overarching leadership of research falls to Heads of School. They work closely with the College Director of Research & Knowledge Exchange (who sits on the School Senior Leadership Teams for all Schools in a College) to drive forward the Research and Knowledge Exchange agenda. Research Group leads and PhD Course Leaders from Schools sit on the College-level RKE Committee, chaired by the College Director. This provides opportunity for the unit to inform and influence college-level strategic and operational developments.

1.2 Research and Impact Strategy

Unit's strategic research objectives during the assessment period

The University has not previously submitted to "Social Work and Social Policy". A small number of staff with a focus on domestic violence were submitted to UoA3 in REF 2014 and this was identified as an area of strength in sub-panel feedback on that submission. The unit's objectives have thus emerged in the assessment period.

The objectives for the Violence Prevention and Social Inclusion sub-units flow from the University's Research Strategy 2014-2019 (REF5a 2.1) - and its overarching aspiration "to develop excellent research with social, cultural and economic impact" – through the Institute of Health and Society's Research Strategy 2014-20 (as noted above, both Psychology and Social Work were then part of this overarching academic unit).

At the core of the Institute's Research Strategy (2014-2020) was the ambition to expand its existing research groups and to develop new groups within the University's four Areas of Distinction identified in the Research strategy. Groups would be expected to:

- Produce excellent research with potential for rapid application in real world settings
- Work closely with stakeholders and users in the development and delivery of research
- Establish an RKE income generation strategy to support its growth and development
- Disseminate their research widely to academic, stakeholder and user audiences

A series of events were held in 2014/15 focused on the Areas of Distinction in the University Strategy to support the development of research groups. These events were designed to bring researchers together from across the University whose research aligned with or across these areas with the aim of highlighting existing areas of strength, establishing new collaborations, and developing cross- and interdisciplinary responses to problems. Through this process, Violence Prevention emerged as a key area for development and commitment was made to recruit in this area to support its growth. The process also identified a number of other areas of aligned strength with a shared focus on the area of social inclusion. This area was not developed as a formal research group but staff in this area have worked closely together over the assessment period.

The strategic research objectives for Law were established at the point the new School was opened in 2016. The focus has been on developing a research culture in the sub-unit and on seeking alignment with existing areas of research strength in the University.

The unit, as a whole, has met its objectives, as is demonstrated through this narrative and the wider submission. It has produced excellent applied research in the areas of Violence Prevention and Social Inclusion which has been developed in partnership with NHS trusts, public bodies, charities and user groups (see sections 1.2 and 4.3). It has also been successful in winning research funding (see section 3.1).

It has also developed a culture where staff are supported to disseminate their research externally and frequently come together to share ideas with internal and external audiences at university seminars, conferences and other events:

- Each School actively supports external conference attendance and presentation (national and international).
- Each College runs a cross-disciplinary seminar series for internal and external speakers.

- The centre for Violence Prevention has held a series of international conferences with the following themes: *Violence and Abuse: Cross Cutting Issues* (June 2015); *The Dynamics of Sexual Violence and Abuse: Local, National and International Perspectives* (June 2016); *The Impact of Violence and Abuse on Children and Young People* (June 2017) in partnership with the Institute of Violence, Abuse and Trauma, San Diego; *Violence Prevention at the Intersections of Identity and Experience* (June 2018) which linked academics with speakers from the police, prison services, health trusts and not-for-profit organisations, both UK and international (Australia, USA, Malawi, India, Morocco, Zambia and Malta).
- The centre has also run a series of events which set out to inform public and community of its work. These included public lectures and initiatives such as 16 days of Action Against Gender-Based Violence (November 2017) and *'Not in my backyard' Challenging Domestic Abuse in Worcestershire* (November 2018).
- The School of Law has run its own regular Research Seminar series since 2016 which draws on internal and external speakers both academic and professional. It has also held thematic discussion panels on, for example, Article 50, Women's Legal History and Chagos litigation, composed of high-profile researchers in the field and experts from the legal profession. Further, it held a workshop on the Fraud Act in 2006 which led to the development and publication of a collected volume (Monaghan, C. and Monaghan, N. (eds.) (2018) *Financial Crime and Corporate Misconduct: A Critical Evaluation of Fraud Legislation*, Routledge.

Impact Strategy

As noted, research in the unit is primarily applied in nature. Its research is often commissioned by key stakeholders with the ability to change policy and practice. These have included: HMIC, West Mercia Police, Worcestershire County Council, Cavell Nurse's Trust, and Anawim (a Birmingham based women's charity). It is also frequently developed in partnership with stakeholders and users such as NHS Trusts and disabled user groups such as *Shaping Our Lives*.

The unit has adopted a number of approaches to enabling the impact of its research:

- Engaging strategically with stakeholders such as charities and not for profit organisations. Some examples of this: Forces in Mind Trust (FIMT) in relation to research with military families; Foster Care Cooperative a not-for-profit ethically based foster care agency in research
- Working closely with user groups in the development of research projects and to disseminate research findings more widely in society. A key component in this approach is the University's own IMPACT group. The group has 40 members including care-leavers, those affected by mental illness and domestic violence, carers, physically disabled and older people. They provide input to the development of research projects and to learning and teaching, curriculum design and validation processes. In 2019/20, IMPACT members contributed 1800 hours to the University. Evidence of the effectiveness of IMPACT is shown by articles co-produced by staff in the unit and IMPACT members, for example: Rooney, J., Unwin P. and Shah P. (2018) Keeping Us Grounded: Academic Staff Perceptions of Service User and Carer Involvement in Health and Social Work Training. *Journal of Further and Higher Education*; Rooney, J., Unwin, P. and Osborne, N. (2016) Gaining by giving? Peer research into service user and carer perceptions of inclusivity in Higher Education, *Social Work Education*; Parkhill, L and Wall, K. (2020) The journey to care – reflections of a service user, *Disability & Society*, 35:3, 506-510.
- Using a "dual publication" strategy, i.e. presenting research in practitioner focused journals as well as academic journals
- Presenting regularly at conferences with practitioner audiences

The selected Impact Case Studies show many of these approaches in action:

- *ICS1 - Promoting the inclusion of marginalised groups in social justice*

The underpinning research was developed in close partnership with organisations and users with direct interest in the findings; impact was enabled through a dual dissemination strategy and through direct communication with stakeholders

- *ICS2 - Improving the police response to Stalking and Harassment in England and Wales*
The initial research was commissioned by HMIC. The researchers have engaged directly with Police and Crime Commissioners to implement recommendations from the research.

Interdisciplinary Research

As indicated above, the University Research Strategy 2014-19 set out to develop interdisciplinary research in its four Areas of Distinction. The University's College Structure was developed as a further enabler of interdisciplinary research (REF5a 2.5). College Directors of RKE are tasked with identifying and developing interdisciplinary opportunities across Schools in a College but also between Colleges where appropriate.

Open Research

The University is committed to an Open Research Environment evidenced by its resourcing of this important area (dedicated Open Access Advocacy and Support Officer; Open Access Funding) and its policy development (on Open Access and Open Data) (REF5a 2.6). This commitment is further reflected in its new Research & KE Strategy which identifies developing its Open Research environment as one of 5 underpinning principles of the strategy (REF5a 2.3.4).

Staff in the unit have worked closely with the Open Access Advocacy and Support Officer to raise awareness of the Open Access agenda, for example, through running dedicated training events as part of School Away Days. This has fed through into a very small number of outputs (just seven) authored in the unit over the assessment period being non-compliant.

Staff in the unit have also received funding for APCs through the Open Access Fund (£2,466), publishing in journals such as *Frontiers in Psychology*.

Research Integrity

At University level, the University's Research Integrity & Governance Committee has oversight of policies and procedures to support research integrity and its Chair (Bowen) is the University's Research Integrity Champion. The champion is expected to embed a culture of integrity across University through developing training and support for staff but also raising its profile.

At College level, Research Ethics Panels are responsible for review of all staff and research student projects to ensure they are conducted according to appropriate ethical, legal and professional frameworks, obligations and standards. Panel Chairs and Vice Chairs are experienced researchers whilst panel reviewers are drawn from across the College; lay reviewers are also recruited to the panel. Training is provided to all reviewers before they engage in the role. There is an annual audit of reviews to ensure the Panels are fulfilling their role. All staff submitted in the Unit are reviewers, whilst Taylor-Dunn is a Research Ethics Panel Vice-Chair. This ensures there is a strong culture of research integrity in the unit.

Future Strategic Aims

The University's new RKE Strategy 2020-25 was approved in summer 2020 (REF5a 2.3). The expectation is that Schools' strategic objectives will flow from the University strategy but will also reflect disciplinary priorities, with Schools required to develop a strategy implementation plan accordingly. Inevitably, the Covid-19 pandemic has impacted on the development of this plan and aims set out here are consequently preliminary.

The unit will continue to focus on applied research which has the potential to change policy and practice in public bodies, social care organisations and the voluntary sector and to improve

quality of life for marginalised groups. As such, it aligns itself both with the “Health and Wellbeing” and “Social Exclusion and Identity” Challenges set out in the University strategy.

It will build on its strengths in violence prevention; it will seek to establish more focused research groups in the wider area of social inclusion, with a likely focus on military families and on marginalised groups; it will develop its research in family law, to feed into violence prevention and social inclusion research. It will do this through developing its current staff, recruiting researchers in key areas, increasing its PGR numbers and through a focused approach to RKE income generation.

2. People

2.1 Staffing strategy and staff development

Recruitment

In line with the University’s overarching strategy (REF5a 3.1.1-3), the approach of each of the sub-units to recruiting staff to standard academic contracts is focused on meeting current needs of UG and PGT programmes in the School, enabling curriculum development and addressing RKE objectives at school level, in particular seeking to recruit staff whose research feeds into existing strengths and areas identified for development. There has been an increased emphasis on aligning these imperatives, i.e. ensuring that there is a clear synergy between teaching and research.

Recruitment to research only posts in the period has been driven primarily by the desire to grow new areas of strength aligned with institutional and unit-level objectives. A further element of the strategy has focused on maintaining and developing research leadership within the unit.

In recruiting to standard academic contracts, the unit has increasingly used open-ended/permanent contracts not fixed term. This has also been the case for the research staff posts outlined below. No Category A eligible staff on the census date were on open-ended/permanent contracts.

Five of the twelve staff returned in this submission were recruited in the assessment period:

- Dr Holly Taylor-Dunn was appointed as a researcher in violence prevention in 2014. Two professors were subsequently recruited to this area: Professor Elizabeth Gilchrist in 2015 to lead the centre and Professor Erica Bowen in 2016. Both were subsequently (in 2018) appointed to College Director of RKE roles. Hazel Kemshall was appointed Visiting Professor in Community and Criminal Justice in 2017. In addition, three staff have been seconded to Violence Prevention in the assessment period (Erol, Gilbert and Richards).
- As noted above, the School of Law opened in 2016 and seven staff have been recruited to the School over the period.

Progression and succession planning

Of the seven staff already in post at the beginning of the assessment period none were returned to REF 2014. The unit has actively supported the development of these staff through research leave (see below) and other financial support; two of these staff are currently receiving mentoring for professorial applications.

Table 1 shows the balance between contract levels in the unit for both Category A Eligible and Submitted staff (see REF5a 3.1.6 for institutional comparison). The majority of staff are at SL level (which is reflected in the University’s overall profile). There are minor differences between the eligible and the submitted proportions at J0 and I0.

	% Category A Eligible	% Category A Submitted
Lecturer/Research Fellow (K0)	6	8
Senior Lecturer/Senior Research Fellow (J0)	71	59
Principal Lecturer/Principal Research Fellow/Head of School (I0)	17	25
Professor (F1)	6	8

Table 1: Proportion of staff by contract level

Staff Development

Staff in the unit have been supported to develop as researchers. At appraisal, staff with SRR are asked to present a 3-year research plan (as set out in the REF2021 Code of Practice) which, as well as articulating plans for project development, dissemination and funding applications, also identifies training needs.

These training needs can often be met through the University's Researcher Development Programme which is designed to support staff at all career stages (REF5a 3.2.4). Workshops are delivered by senior researchers and professional staff at the University, including staff in the unit (Bowen, Gilchrist, Unwin) but also draws on external presenters and utilises resources offered through Vitae and other professional development organisations. Staff in the unit have consistently engaged with the University's Research Leadership Programme, its Research Supervisor Development Programme, Bid Development training and Impact and Engagement training.

However, staff are also supported to access external training where the University programme does not meet needs, particularly specialist methods or data analysis training. The unit has further developed School-level training where it has in-house expertise (e.g. research and social media, power calculations). Since 2019, this has been delivered through monthly Research Cafés run by Research Groups.

Staff can also access the University's Research Mentoring Programme (REF5a 3.2.4). Five staff in the unit have accessed the scheme. They can do so at any point from appointment onwards and at any career stage. This programme has also offered an opportunity for Mentors to develop their skills, with all mentors receiving dedicated training for the role.

ECRs have received active support for their development, examples of which are:

- Taylor-Dunn who was an ECR at appointment has received a period of research leave, and been awarded a PhD studentship in the assessment period.
- Gilbert is currently receiving funding for doctoral study

The University was granted the HR Excellence in Research award in 2016 and is a signatory to the new Researcher Development Concordat. Staff in the unit have sat on the University's Concordat Implementation Group from when it was set up early in the assessment period and have thus informed the development of the institutional action plan, whilst also feeding back on its development into the School.

Staff have opportunity to present their work in progress at College-level seminar series which provide a supportive, cross-disciplinary audience to test out new ideas and approaches.

Staff in the unit are able to access the University's research leave programme (see REF5a 3.2.3). Four staff in the unit were awarded leave in the assessment period (Misca, Sealey, Taylor-Dunn, Unwin). This has enabled them to develop their research, publish and extend the

impact of their research. Notably, both Taylor-Dunn and Unwin have used their leave period to develop the work articulated in the unit's Impact Case Studies.

2.2 Research students

The unit has established a PGR community over the assessment period. There are 14 current research students located across the unit (Directors of Studies: Bowen, Erol, Misca, Taylor-Dunn, Unwin), the first whom was recruited in 2016; hence there have not yet been any completions, although two students are approaching submission

Recruitment to doctoral programmes is overseen by School-level PhD Course Leaders who work closely with the central Research School (REF5a 3.3.2-3). The unit's success in growing its PGR numbers has been underpinned by:

- Increasing supervisory capacity: nine staff in the unit are now on the University's register of approved supervisors.
- Winning University-funded PhD studentships. Staff in the unit have been awarded three over the assessment period: The Family Courts and victims of intimate partner abuse: experiences and perceived impact of special measures (Bowen); Character strengths of people working with IPV (Taylor-Dunn); Social-Prescribing in rural areas (Unwin).
- It has specifically focused on growing numbers within Violence Prevention (6 of the 14 current students are in this Research Group).

PhD Course Leaders also play a core role in oversight of research student progress. They sit on the University's Research Degree Board and are responsible for annual monitoring of student progress within the School.

Schools work closely with the Research School to ensure that research students are embedded within both the subject and wider research culture:

- Research students in Violence Prevention are attached as affiliate members to the Research Group. They are invited to present their research at the student-led conference that forms part of the Group's MA in Understanding Domestic and Sexual Violence and are also invited to deliver teaching sessions on this course relevant to their research area.
- They are encouraged to attend and to present at College-level research seminars.
- A school-level Research Student representative sits on the College RKE Committee.

The Research School is responsible for research student life, i.e. for the wider development and wellbeing of research students. It provides a dedicated work and social space for students. The Research School team, co-located in the student space, provides advice and guidance for students on their programmes, and, working closely with other student-facing departments such as the Disability & Dyslexia Service, the student mental health team, careers service, also offers pastoral and wider support. The Research School has developed comprehensive support and guidance for students and supervisors on mental health.

Research students in the unit are required to engage with the central Research Student Development Programme (REF5a 3.3.4-6). The programme has been mapped against Vitae's Researcher Development Framework. The programme offers a suite of modules, short courses and workshops, delivered face-to-face or online, some of which are compulsory for all doctoral students, focused on the following core areas: planning and managing research; academic writing; research methods; data analysis; research integrity and ethics; dissemination, engagement and impact; careers and employability. The University also supports students to engage with external training where this is specialist and not available through the University's programmes. Students are also able to access training offered through the GuildHE Research network. As part of the programme, students may also engage with Level-7 subject specific methods modules in the unit.

Beyond the programme, the Research School offers a number of additional development opportunities. Research Students have opportunities to teach, particularly those on a PhD studentship and can access modules and workshops to develop their skills in this area, with the opportunity to gain associate or full fellowship of the Higher Education Academy. The University offers research student-specific dissemination opportunities including an annual “Images of Research” exhibition and student-led PGR Conference. Further the University provides funding opportunities for students to attend and speak at external conference and events and separate funds to support students to develop inter and cross-disciplinary networks, seminar series, conferences and events. The University is also a member of the Brilliant Club, a charity focused on improving access to University, which provides opportunities for doctoral students to go into schools and deliver tutorials in their area of expertise. The Research School also provides more *ad hoc* opportunities: for example, in 2019 the lead for the development programme worked with a student team to deliver a University programme for Pint of Science.

All supervisors are required to complete the University’s Research Supervisor Development Programme (REF5a 3.3.8-9). The programme has been in place for some 20 years but was rethought and relaunched in 2018/19. The programme offers a wide range of support for supervisors at various career stages on themes such as: introduction to supervision, supervisory styles, regulations and processes, supervising international students, PGR mental health and wellbeing, supporting student progress. New supervisors must complete the whole programme but more experienced supervisors must also engage with core elements and all supervisors are required to engage in regular refresher training (every 3 years). The programme is complemented by supervisor lunches that bring together supervisors to discuss key topics and challenges in supervision. The programme is aligned with UKCGE’s Good Supervisory Practice Framework.

2.3 Equality and Diversity

The University has a fundamental commitment to equality and diversity (REF5a 3.4). It seeks to consider and apply equality and diversity principles in all that it does, from recruitment and selection, to appraisal and promotion, to staff development to flexible working and support for health and wellbeing. Its policies and processes are designed to disadvantage no-one and are subject to ongoing equality impact assessment to ensure this is the case.

The unit’s approach flows from this, with Heads of School ensuring that the University’s principles and policies are fully enacted.

- Recruitment of staff follows the institutional process, which require all those involved in the selection process to have undertaken equality training.
- Internal recruitment to positions of research responsibility, such as research coordinator, PhD course leaders, Research Group lead also follow a formal application process to ensure equality of treatment.
- Line managers are sure staff are aware of and are supported to engage with, for example, the University’s flexible working policy, its parental leave policies, its policies which support carers (such as its Critical Illness Policy) and its staff wellbeing initiatives (see REF5a 3.1.9).
 - Several staff in the unit have benefitted from the University’s flexible working policy (REF5a 3.1.8), moving to part time or compressed hours.
 - Staff in the unit have taken parental leave in the assessment period. They have received active support to transition back to work after the leave period, through “keeping-in-touch” days, phased return, mentoring. It is ensured that where a staff member takes parental leave this does not impact on research leadership or supervisory roles.

The unit is committed to the wellbeing of its staff and research students. To support this, both staff and research students have access to the university-wide mental health and well-being support, including (for research students) access to the support offered by the disability service,

the counselling and mental health teams, and (for staff) the Employee Assistance Programme which provides counselling and 24 hour support.

Staff in the unit are committed to equality and diversity. Staff in the unit were members of the University's Athena SWAN self-assessment team; the University received its institutional Bronze Award in April 2018 and is committed to making departmental applications in the next 2 years. Staff are also engaged with various staff networks focused on protected characteristics and with the LGBTQ+ Allies scheme.

In preparing this narrative, it was recognised that there are opportunities to enhance practice at unit-level. There has been no equality impact assessment of local funding processes (e.g. support for conference attendance) and, whilst there is no suggestion that any group is disadvantaged, this is a clear area for development.

3. Income, infrastructure and facilities

3.1 Income

The unit has increased its research funding significantly over the assessment period from £12K in 2013/14 to £247K in 2019/20. This has largely been driven by the success of the Violence Prevention Research Group but more recently by Unwin's success in winning funding from DRILL (Disability Research on Independent Living and Learning). The unit have been supported in this success by the central Research Office and, since the academic restructure, by a College Director of RKE and RKE Facilitator. The Director's role is to provide leadership and guidance for Research Groups in developing their strategy, whilst the Facilitator works with Research Group leads to develop a bespoke funding opportunities service for members. Staff have also accessed training, general and bespoke, on bid development.

The unit has won funding from a variety of sources: NIHR, European Commission, British Academy, Home Office, DRILL, local authorities, police forces, and third sector organisations.

Major funded projects include:

- Jones, Co-I, *Enhancing police responses to child sexual exploitation, through collaborative working between academic and policing at both national and regional levels*, Police Knowledge Fund (2015-16) led by University of Bedfordshire.
- Nehring, PI, *Transnational Chinese-Western couple relationships in Beijing and London*, British Academy Small Grants (2016-17)
- Gilchrist, Co-I, *Full Cooperation: Zero Violence*, European Commission, Rights, Equality and Citizenship Programme (2016-18), led by Ministry for Social Dialogue, Consumer Affairs, and Civil Liberties, Malta with the University of Malta.
- Gilchrist, Co-I, *ADVANCE - Advancing theory and treatment approaches for males in substance misuse treatment who perpetrate intimate partner violence*, NIHR (2016-21) with KCL as lead in collaboration with South London and Maudsley NHS Foundation Trust, University of Bristol, University of Manchester, University of York, Rochester Institute of Technology (USA) and RESPECT.
- Taylor-Dunn, PI, *The Victim Journey - A participatory research project seeking the views and experiences of victims of stalking and harassment*, HMIC (2016-17).
- Unwin, PI, *Mutual Benefits – The potential of disabled people as foster carers*, DRILL (2018-20) in partnership with Shaping Our Lives and Foster Care Cooperative.
- Unwin, PI, *Missing voices – listening to Disabled people in Gypsy, Roma and Traveller communities*, DRILL (2019-20) in partnership with Shaping Our Lives.

Projects undertaken for police forces, local authorities and third sector organisations include: *Evaluation of Healthy Relationship Programmes in Worcestershire Schools* (Worcestershire County Council); *Recognising and responding to vulnerability training - pilot evaluation phase 1 & 2* (West Mercia Police); *An Exploration of Healthcare Professionals' Personal and Professional*

experiences of Domestic Violence and Abuse (Cavell Nurse's Trust); *Domestic Abuse: Assessing risk in West Midlands Local Policing Units* (West Midlands Police); *Exploring the impact of the service user involvement worker* (ANAWIM); *Examining the impact of the EDNA project on the provision of services to older victims of domestic violence* (West Mercia Women's Aid); *Evaluating the impact of the DRIVE programme in West Mercia* (West Mercia Police and Crime Commissioner); *Ambulance staff experiences of domestic violence and abuse* (The Ambulance Staff Charity); *Domestic Abuse Cyber Stalking Pilot Project* (Northumbria Police and Crime Commissioner).

3.2 Infrastructure

The University has significantly expanded its institutional infrastructure for supporting research and impact over the assessment period, establishing a RKE Directorate consisting of a Research Office, Research School and College RKE infrastructure (REF5a 4.1). It has also expanded support for researchers offered by Library Services.

Its RKE Directorate provides wide-ranging support and guidance for researchers around identifying funding (including access to funding databases, such as *Research Professional*), bid development, KE and impact generation (including use of *Vertigo Ventures Impact Tracker*), project delivery (including contract negotiation, liaison with partners, financial and other reporting) and research governance (including data management, data sharing, protecting and exploiting IP). It also provides access for researchers to a current research information system (PURE).

The University has established robust Pre- and Post-Award processes for externally funded projects (approved in 2018/19 and subject to evaluation and review in 2020/21). These processes scaffold the Research Office support systems set out above and ensure good governance for bids and for projects.

It has been recognised that the processes need to incorporate Equality Impact Assessments at various stages of both pre- and post-award. In lieu of this broader development, the University has adopted the BBSRC EIA guidance and template for reviewing research bids. It has also been agreed to undertake a review of bidding over a 5-year period from an equality perspective and this will be completed in 2021. The review will inform the development of support mechanisms for bidding.

Library Services maintains a publication repository (WRAP – Worcester Research and Publications) and provides access to major citation databases (Scopus and Web of Science), as well as subject-specific databases such as PsycARTICLES, PsycINFO, PTSDpubs. Library services also offers support and guidance around Open Access and data management, archiving and sharing.

The University offers a range of research support schemes designed to support researchers at all career stages and, variously, to pump prime projects, develop international collaborations, advance existing areas of work (REF5a 4.1.6). Staff in the unit have been awarded funding as follows:

- PhD studentships: as noted above (2.2), staff have been awarded three fully-funded full time PhD studentships in the assessment period.
- Vacation Research Assistantships (VRAs): staff in the unit have been awarded 3 VRAs over the period for projects on: the link between domestic violence and pet abuse; trafficking; and the impact of student placements on criminal justice organisations.

Funding is also offered at School and College-level (formerly Institute-level). This has taken three forms: funding to support skills developments, such as training around psychometric scales; seed-corn funding to support the early development of new projects and output facilitation funding to support staff to publish.

3.3 Facilities

The Hive, the joint University and Public library (REF5a 4.2.2), provides a significant space for researchers to disseminate their research to the public, through public lectures, and other events. Staff and research students in the unit have delivered public lectures (e.g. Bowen) and contributed to the University's annual *Images of Research* exhibition.

Staff and research students in the sub-units have access to a range of facilities. Monitoring laboratories are available for observational studies, equipped with one-way mirrors and audio and video recordings, and smaller test cubicles are available for studies of individual participants in controlled environments. Bookable research space includes a human performance laboratory equipped with computerised testing equipment.

Staff and research students can also access video capture, editing, and analysis facilities including Tracksys and Transana software packages for transcription and analysis of video footage, and bookable video cameras and dictaphones. Data analysis and experiment building software includes SPSS, NVivo and AMOS (Versions 24-27), GPower, and OpenSesame.

Staff in the unit also have access to a psychological test library which includes free-to-use, public domain and restricted (licensed) psychometric tests. Staff in the School of Psychology hold occupational testing qualifications and are able to support the use of different types of psychometric test use. This library is managed by a psychology technician with occupational testing in ability and personality qualifications.

There are currently two technicians in Psychology who support the use of all spaces and equipment listed above, including providing tutorials and advice on technology and software. One of the technicians further supports the Psychology Research Participation Scheme (or 'Sona Systems Research Management System'). This system allows staff and research students within SoP to screen and recruit participants for a wide range of study formats including lab-based experiments and online surveys.

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

4.1 Collaboration

Research collaborations with other Universities include:

- Dr Grubb has worked with Dr Young at the University of Lubbock, Texas, USA, since 2013. During this time, she has travelled to Lubbock to collect data from American hostage negotiators and is in the process of collaborating on a cross-cultural Anglo-American research project to compare UK and US negotiators.
- Dr Sealey has co-published with colleagues from Perm University, Russia.
- Professor Bowen has worked with colleagues in a number of Universities to develop and undertake research projects, including: University of Kent (ESRC research bid), University of Nottingham (ESRC research project on suicidality in people with autism), Coventry University (EU Daphne funded project).
- Dr Misca has worked with the King's Centre for Military Health Research, King's College London; the Centre of Excellence for Children, Families and the Law, William James College, Boston, USA; and AUT University, Auckland, New Zealand on a collaboration regarding LGBT parenting in adoption.

Research collaborations with NGOs and public sector organisations include:

- Dr Grubb has worked with the National Negotiator Group (NNG) on a project to advise and inform on the development of the first centralised National Negotiator Deployment.
- Professor Bowen has collaborated with the NHS community forensic learning disability service.
- Dr Erol has worked with MOPAC (Mayors Office for Policing and Crime in London) collaborating on an evaluation of Domestic Abuse Perpetrator Panels.

- Dr Misca was an invited research adviser to the Ministry of Defence on a review commissioned by the Defence Secretary to step up support for the needs of military families in UK.
- Dr Unwin has worked with 'Shaping Our Lives National Disability Network and Foster Care Co-Operative' on the development of two funded research projects; 'Mutual Benefits' - The Potential of Disabled People as Foster Carers and 'The Missing Voices of Disabled People in Gypsy, Roma and Travelling Communities'.

4.2 *Contribution to the research base*

Memberships of Learned Society's and professional bodies: Staff within the UoA are members of a variety of Society's and professional bodies, including; British Psychological Society (BPS) Division of Forensic Psychology Training Committee (DFPTC) (Grubb); Fellow of the Royal Geographical Society/Institute of British Geographers, Member of the Irish Social Science Platform, Member of the AAG (Association of American Geographers), Member of European Society of Rural Sociology (Price); UK Council Member British Association of Social Workers (BASW), Member of Austerity Action Group (BASW), Chair BASW Worcestershire (Unwin).

Memberships of National and International Research Groups: Professor Bowen is a member of the Emerald Impact Council (Bowen) and Dr Misca is a member of the AFCC (Association of Family Conciliation Courts, USA); a founding member of AFCC-Europe network; and an international member of the AFCC taskforce advising on the use of social sciences research in family court decisions.

Keynote presentations: Professor Bowen was invited to give keynote presentations at the Cumbria University Hidden Victims of Domestic Abuse conference, University of Lancaster (2018) and the VIA conference, University of Coventry (2017). Dr Erol was invited to give a keynote presentation at the Alzheimer's Show in London (2015) and Dr Misca was invited to give a number of keynote presentations at the following: All Party Parliamentary Group for Strengthening Couple Relationships, Palace of Westminster (2018), International Conference on Adoption Research, Auckland, New Zealand (2016); Redefining Family Conference: Growing families through adoption, donor conception and surrogacy, Auckland, New Zealand (2016); Invited expert to the International Forum on Intercountry Adoption & Global Surrogacy in The Hague, The Netherlands (2014); New Zealand Law Society Conference, Wellington and Auckland, New Zealand (2014).

Invited presentations: In addition to invited keynote presentations, staff have been invited to give presentations at a number of national and international conferences, including: World Academy of Science, Engineering and Technology, Paris, France (Sealey); The Hellenic Observatory Research Seminar, London School of Economics (Sealey); Conference of the European Sociological Association, Athens, Greece (Sealey); East China University of Science and Technology, China (Sealey); Gender and Violence: Rethinking peace and reconciliation, Coventry University (Bowen); Avon Longitudinal Study of Parents and Children, University of Bristol (Bowen); Developing an evidence-based response to perpetrators of image based sexual abuse, Coventry University (Sealey); Shaping the Future, 9th International Conference on Social Work in Health and Mental Health, University of York (Unwin), International Perspectives on Evaluation of Patient & Public Involvement in research, Newcastle University (Unwin), Higher Education & Leadership in a Transforming Society, Athens Institute for Education and Research, Greece (Unwin).

Invited public lectures: Our close working relationships with NGOs and public services has resulted two of our staff (Misca and Taylor-Dunn) being invited to present at numerous public lectures. Dr Misca was invited to present at : A Pint of Science Festival Worcester (2019); Parenting in the Military Family (public lecture, co-presenter Prof M Nolan), The Hive Public Lectures Series (2018); Modern families, modern family justice: supporting family relationships in intact and separated families in fast changing socio-political-economic climates, St George

House Consultation, Windsor Castle, UK (hosted by RELATE, UK and AFCC, USA) (2018); Better decisions in private family law: building an interdisciplinary approach, Nuffield Foundation (2018). Dr Taylor-Dunn was invited to present at: Safer Places Stalking Service launch event (Essex, 2019); West Midlands Police Stalking Conference (2018); Black Country Women's Aid Stalking Service Launch (2018); Victims' Voices Conference Stoke (2018).

Editorial Positions: Four members of staff have held editorial positions, including; book review editor for the Journal of Sexual Aggression (Grubb); guest co-editor for Family Court Review and Social Work Review (special edition) (Misca); editorial board for the Journal of Criminological Research, Policy and Practice, editorial board for the Journal of Sexual Aggression (Grubb); editorial board Child Abuse and Neglect (Bowen); editorial board Family Court Review (Misca); book review editor - British Journal of Social Work 2019 (Unwin).

Journal reviews: Staff in the UoA have reviewed for over 70 journals and publishers during the assessment period. Journals include: Journal of Sociology and Criminology, Psychology, Crime and Law, Police Practice and Research: An International Journal (Grubb); International Journal of Sociology and Social Policy, The Economic and Labour Relations Review (Sealey); International Review of Victimology, Violence Against Women (Taylor-Dunn), Trauma, Violence & Abuse, Violence and Victims, Psychology of Violence (Bowen); Crime Prevention And Community Safety: An International Journal (Erol); Adoption & Fostering, The Howard Journal of Criminal Justice, Children and Youth Services Review (Misca); Sociologia Ruralis, Gender, Place and Culture (Price); British Journal of Social Work, Social Work Education, Disability and Society (Unwin).

Reviews for funding bodies: Staff have reviewed over 30 applications for funding bodies, including; Social Inclusion Through Protecting Rights of the Child (SoRight), Estonian Research Council 2019 (Sealey), National Institute of Health Research 2018 (Bowen); Economic and Social Research Council (ESRC), NSPCC, Big Lottery Fund Research Program, UK Arts and Humanities Research Council (AHRC), Social Sciences and Humanities Research Council of Canada (SSHRC), US-UK Fulbright Commission (Misca).

Awards and Fellowships: Dr Misca was a recipient of the Fulbright Research Scholar Award (2015-16) and has the following visiting research fellowships: King's Centre for Military Health Research, King's College London (2019-2022); Centre of Excellence for Children, Families and the Law, William James College, Boston, USA (2015-17); Centre for Children, Families, and the Law, Department of Psychology, University of Virginia, Charlottesville, USA (June 2016); Institute of Child Health, Rutgers University, New Brunswick, NJ, USA (2016).

Support for research degree programmes: Staff have acted as external examiners at the following institutions: University of Birmingham (Grubb), Manchester Metropolitan University (Taylor-Dunn); Cardiff Metropolitan University, University of Birmingham, University of Kent, University of Central Lancashire, University of Huddersfield (Bowen). Two members of staff have acted as external PhD supervisors, one at the University of Coventry (Bowen) and the other at University of Lancaster (Misca). In addition, Professor Bowen is an external Professorial member of the Research Degrees Board at Northampton University.

4.3 *Contribution to economy and society*

Staff in the unit are continuing to make significant contributions to economy and society beyond that described in the unit's ICS. For example:

- Misca has co-authored a review commissioned by the Ministry of Defence [examining the needs of UK Armed Forces families](#) and setting out recommendations for the Prime Minister, Home Office, MoD and Armed Forces among others. The report has been very well received by the military, third sector organizations and the Government who have responded to it and pledged to implement the 110 recommendations made. The report will now inform the MOD's 2021 UK Armed Forces Families Strategy (to be published in Summer 2021).

- Erol co-authored a global research review of [women and dementia](#) commissioned by Alzheimer's Disease International, an organisation committed to focus global attention on dementia, maintain it as a global health priority, campaign for better policy from governments and encourage investment and innovation in dementia research.

Staff in the unit are also members of advisory panel for a range of public sector bodies and charities including: Police National Negotiator Group (Grubb); West Midlands Crown Prosecution Service Violence Against Women and Girls Scrutiny Panel (Taylor-Dunn); Corrections Service Advice and Accreditation Panel, Ministry of Justice, Scottish Advisory Panel on Offender Rehabilitation, Scottish Government (Bowen); ACE Regional Adoption Panel (Unwin).