

Institution: University of Gloucestershire
Unit of Assessment: 21 Sociology
1. Unit context and structure, research and impact strategy

UoA 21 context

The Social Sciences Subject Community is situated in the School of Natural & Social Sciences, at the University of Gloucestershire. The Subject Community was formed in 2015, deriving out of the pre-existing and larger Social and Environmental Sciences group. Although this larger group was submitted to REF2014 under UoA17 Geography, Environmental Studies and Archaeology, no work was submitted from the then small cohort of social scientists. A period of considerable growth in research activity has resulted in the Social Sciences Subject Community achieving readiness for submission to the REF process for the first time. Led by **Hobson** (2015-2020) and **Jones** (2020 onwards), the subject community has grown from 9 staff, c.180 students and 5 courses to 19 staff, c. 360 students, and 8 courses, including bachelor's degrees in Sociology, Criminology, and Policing. Alongside this growth in numbers we have worked hard to develop an impactful, supportive and creative research environment. With a focus on developing ECRs, working with community partners, and growing PGR recruitment and research income, our new subject community has achieved its overarching ambition of proving itself as a supportive and exciting place to undertake research.

UoA 21 strategic aims for research and impact

Our strategic aims for research and impact over this REF period were to:

Aim 1: Support our staff to become research active and build their research career.

Aim 2: Identify and grow key areas of research strength.

Aim 3: Achieve excellent research with impact, including work co-produced with community partners.

Details of each aim and the work we have completed in each case follow.

Aim 1: Support our staff to become research active and build their research career.

The University of Gloucestershire describes itself as an institution that is student-centred, learning-led, and research-informed. When the Social Sciences subject community first formed, none of the academic staff had been submitted to an earlier research assessment exercise. Our aim since that point has been to ensure that staff receive the tailored support that they need to become active researchers, to develop the sustainability of their research and to submit work to a REF assessment. To achieve this, the subject community has drawn upon a budget allocated from QR funding through the Environmental Dynamics and Governance Research Priority Area, which is also located within the School of Natural & Social Sciences (see Institutional Environment Statement and Infrastructure section below for further details). This has supported us to establish a supportive and developmental research opportunities, a programme which has been remarkably successful and enabled us to achieve this REF submission. The key mechanism of our development is a programme of five core activities for growth, outlined below and referenced throughout this document:

- I. Using reading groups, writing retreats, and workshops as a vehicle to guide staff development, build research teams and create a vibrant and supportive research culture.
- II. Use internal QR funding to seed-fund small research projects, and in doing so help staff to develop research.

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- III. Programmes of research mentorships that include targeted writing support, journal selection, and the inclusion of ECRs in research and supervision teams.
- IV. Growing the PGR base through funding studentships using QR allocation and research income and attaching these studentships to staff research projects.
- V. Targeted funding from QR and research income to build capacity and strength in high-impact areas of work, including funding external support from impact experts and funding PGR RAs.

As a result of this, the team are proud to have achieved a significant growth in published work during the REF period.

Aim 2: Identify and grow key areas of research strength.

As part of our research strategy, we have placed a strong focus on collaborative work and interdisciplinarity. We have supported staff to work in research teams across disciplinary boundaries, developing research that explores topics in the margins between disciplines and benefitting from the sharing of strengths as the teams develops. We work closely with researchers in Psychology (UoA 04) and Human Geography (part of UoA 13). To support the development of research in the team, we have arranged our activity into two clusters:

Stalking, homicide, and sexual violence

Led by **Monckton-Smith**, this theme focuses on research, training and system change in support of those charged with managing violence and abuse, primarily that targeted against women. Spanning sociology and criminology, and involving collaboration with psychologists, this work includes **Monckton-Smith's** Impact Case Study on the homicide time-line (ICS 'Risk Assessment Policy and Practice in Domestic Homicide'). The research that underpins the time-line has been used to build training and bring about system change for the management of domestic Homicides, as captured in the 'Homicide Timeline.' This work has reached a wide national and international audience, including charities such as Victim Support, the Suzi Lamplugh trust, the Alice Ruggles trust, Hollie Hazard trust, Reducing the Risk of Domestic Abuse, Advocacy After Fatal Domestic Abuse, Protection Against Stalking, Veritas Justice, and Stand Up To Domestic Abuse. It has been used by national Police forces in Cumbria, Dyfed-Powys, Gloucestershire, South Wales, Staffordshire, Sussex, Surrey, and Thames Valley, and international including the Garda in Ireland, the Gendarmerie in France, and the Portuguese Police Force. The Australian Police force are also begging to use this work. Further work in the area includes review of approaches to Child Sexual Exploitation (**Livesey**), including extensive research and evidence-based development work with Gloucestershire Police.

Vulnerable communities

Comprising work from across sociology, criminology, and work in collaboration with human geography. The theme explores the causes, consequences and responses to harms against vulnerable communities, and includes: examining the impacts of austerity for local communities and those most vulnerable to change and marginalisation (**Jones**); the impacts of residualisation and service reduction in supported housing (**Hobson**); masculinity, vulnerability and civilian transition (**Parker**); the rise of right-wing extremism and islamophobia in the UK and Poland (**Narkowicz**); everyday routines as transformative process (**Hockey**); and peer-to-peer mentoring for prisoners (**Nixon**). Other work in this area concerns reducing or policing types of crime to protect or increase the safety of a vulnerable community. This includes tackling crimes against retailers and licenced-businesses (**Stafford and Hobson**), police handling of low-level crime and

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disorder (**Stafford**), tackling organised crime in Ireland and Northern Ireland (**Payne**), and the prevalence and approaches to policing football hooliganism (**Hester**).

The research support we have put in place and the theming of research projects has helped us to achieve a growth in peer reviews papers, incising numbers of PGR students applying to study under our areas of socialism, growing research income, and the development of an engaging and supportive research culture. In July 2020, we collaborated with UoA 13 to host an online conference on the theme of 'Social Vulnerabilities', with presentations from policing, criminology, sociology, human and physical geography.

Aim 3: Achieve excellent research with impact, including work co-produced with community partners.

The co-production of research is key to our impact strategy, and it is reflected in our third strategic aim, to 'Achieve excellent research with impact, co-produced with community partners.' We actively involve our community partners in shaping projects and ensuring that findings are used to bring about change and benefit. We look for innovative ways to involve our students in research with partners, and produce research involving our students appropriately in this activity has brought significant successes. For example, our Impact Case Study on Business Crime Reduction Partnerships (**Stafford** and **Hobson**) was developed from a research project with a local crime reduction partnership, Gloucester City Safe, through which all our undergraduate Social Science students contribute to a longitudinal research project and produce findings that inform the partnership's ongoing activity.

Engaging with charities and community partners is central to Prof. **Monckton-Smith's** work on the Homicide Timeline, Hidden Homicides, and domestic abuse. This work provides research and training for charities including Victim Support, the Suzi Lamplugh trust, the Alice Ruggles trust, Hollie Hazard trust, Reducing the Risk of Domestic Abuse, AAFDA, Protection Against Stalking, Veritas Justice, and Stand Up To Domestic Abuse. Other co-produced projects that take this approach include research with Local Authorities and with Child Friendly Gloucestershire (**Livesey**), our 'Public Sociology' projects with local action groups (**Jones; Parker; Roberts**), our evaluations of local and county-wide Restorative Justice initiatives (**Hobson** and **Hester**), and our successful and wide-reaching program of commissioned projects delivered by Postgraduate Taught students as part of their programme (**Livesey; Boughton**). Where possible, as good practice we encourage researchers to present outcomes of these co-produced projects to clients at workshops and research events, where appropriate, giving PGR students the opportunity to contribute and develop networks for research and employability. Working in partnership with organisations in this manner has also brought us access to data or resources which have later been used as the basis for academic publication.

We have built a portfolio of funded research including projects with local, regional, national, and international networks and partners. **Monckton-Smith** works with police forces and justice agencies across the UK, developing tools for improving practice around homicide and domestic violence, in the UK Police Forces including Cumbria, Dyfed-Powys, Gloucestershire, South Wales, Staffordshire, Sussex, Surrey, and Thames Valley. Internationally, with the Garda in Ireland, the Gendarmerie in France, and the Portuguese Police Force. As part of this research and development work, we estimate a little over 5000 Police and multi-agency professionals have been trained in the Homicide Timeline, and a further 3,500 in the preceding Domestic Abuse Review Tool (DART). **Monckton-Smith** has provided extensive expert advice and research leadership in the production of Domestic Homicide Reviews, including working alongside the organisation Advocacy After Fatal Domestic Abuse (AAFDA) to provide Home Office accredited training for around 200 Domestic Homicide Review chairs and panel members. She currently sits on the

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National Domestic Homicide Stakeholder Group and on the regional process review panel for Bristol.

Other key areas of work include Restorative Justice, where **Hobson** and **Payne** work with organisations including Gloucestershire Police, Restorative Gloucestershire, and the Restorative Justice Council UK. A recent Restorative Justice Knowledge Exchange co-organised by **Hobson** and **Payne** with colleagues in Northern Ireland saw participation from a wide range of community groups, civil society organizations, statutory agencies and academic institutions including: Community Restorative Justice Ireland, Northern Ireland Alternatives, Restorative Gloucestershire, Restorative Practices Forum NI, The Office of the Police and Crime Commissioner for Gloucestershire, Police Service of Northern Ireland, Gloucestershire Police, NI Prison Service, Probation Board NI, Probation Service Ireland, Department Of Justice NI, Victim Support NI, Quaker Service NI, Family Group Conference NI, Home Group (Supported Housing), Ulster University (Northern Ireland), University of Gloucestershire (England), Maynooth University (Ireland), Fourah Bay Coll., (University of Sierra Leone). **Jones** as work-package lead in a Horizon 2020 programme CHIEF sees her working alongside partners from nine countries: the UK, Slovakia, Croatia, Georgia, Germany, Spain, India, Latvia, and Turkey.

At a local and regional level, we undertook research for the Cheltenham Business Improvement District examining patterns of and solutions to crime in the night-time economy (**Stafford**). We were involved in scoping research for the Gloucestershire Health Inequalities fund on the potential in smart commissioning of alcohol related services in the county (**Dooley**). Research with Tewkesbury Borough Council mapped services and spaces that have transitioned to community ownership and management (**Roberts**). Examination of failures in cases within Gloucester's Child Services divisions to find any patterns and potential revisions to working practices (**Livesey**). Research on the police-led intervention for young people for Gloucestershire police (**Hobson**). Research projects funded by the Police and Crime Commissioner for Gloucestershire, including research to understand patterns of and solutions to rural crime in Gloucestershire (**Stafford**), research and development of the Gloucestershire Restorative Youth forums (on the extent and potential solutions to alcohol related crime in the county (**Hobson**).

We measure our impact success primarily through the testimony of our partners. Both impact case studies include strong endorsement of our activities and independent corroboration of the benefits we believe we have brought to partners outside of academia. Our community partners value our collaborative activities, evidenced by their enthusiasm for co-producing research and the ongoing nature of our partnerships. For example, annual research reports have been produced in partnership with the crime reduction partnership Gloucester City Safe each year since 2014 (**Stafford and Hobson**). Research reports have also been co-produced at regular intervals with Cheltenham West End Partnership (**Parker, Roberts, and Jones**), Restorative Gloucestershire (**Hobson, Payne, and Hester**) and with Gloucestershire Constabulary (**Hobson and Payne; Livesey**).

Future strategic aims and goals for research and impact

Both the University and the subject community have ambitious goals to continue to grow research in the Social Sciences. To achieve these goals, the subject community has revised and expanded its strategic aims for research and impact for the next REF cycle to include the following:

Aim 1: To refine areas of research excellence as we solidify our research base.

Aim 2: To strengthen the national and international reach and impact of our research, contributing to meaningful change in society.

Aim 3: To grow success in funded research and increase PGR completions.

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These aims for the coming years will enable us to develop from the successful base we have built since the creation of the subject community. Supporting the areas of strength that emerged over the past period, strengthening our national and international ties, and growing PGR and income completion will enable us to provide an exciting and supportive environment for researchers.

2. People

Staffing strategy and leadership

Our aim in developing the Social Science Subject Community is to build staff research capability in parallel with the course portfolio growth in staff numbers. Our staffing strategy for achieving this is two-pronged: to recruit high calibre, early career, research-active candidates; and to support staff in developing new research opportunities and links and the skills they need to develop as researchers.

A Senior Leadership Team lead on the strategy, supported by a cross-University research leadership network. The UoA Coordinator and research lead for the Social Science Subject Community (**Hobson**) is responsible for the coordination, management, and development of the staff. He is supported by a Professor (**Lynch**), part-seconded from Geography to support staff development and cross-disciplinary research efforts, and by **Jones** (now Head of Social Science Subject Community). They work to provide research leadership; support for staff in writing papers, proposals and funding applications; manage the internal funding grants for staff and PGR studentships; integrate research development into the staff annual review process; and convene the various research support groups runs across the team. The development of this New UoA has been supported by the institution, benefitting from the Universities research structure, as reflected in the institutional environment statement. This including support from the head of Research (**James**) and the formal UoA peer-support network, where UoA coordinators exchange and develop ideas and offer guidance concerning publications, outputs, impact, income, research students and overall performance and management. Further support comes from the Environmental Dynamics and governance Research Priority Area (RPA) in which the UoA sits. The RPA has provided an additional level of guidance from senior academics as the UoA has developed across the course of this REF period, including from professors in biology (**Goodenough, Hart**), Geography (**Chambers**) and from the Community and Countryside Research Unit (**Short**).

Our strategy and leadership efforts are underpinned by the University-wide coordination and strategic framework for staff support and development, detailed in our Institutional environment statement. The University's People and Culture strategy ensures that staff are valued, empowered, and given the time and support to participate in training and development and achieve their full potential. We draw upon this ethos in our Subject Community approach to ensure that we are developing and growing talent and continuing to motivate and inspire staff at all career stages and on all three of the University's academic career pathways. The institution's collaborative, supportive culture is also reflected in our research leadership approach.

Approach to development of staff

Staff development is facilitated through the formal processes of staff manages within the structures of the institution as well as the local support organised by the UoA and Subject Community management team. In the formal sphere, the Staff Review and Development programme involved line managers working closely with individual staff and in consultation with the

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research leads to develop suitable research goals and to tailor support and development for individual staff. Staff are supported through a central university scheme to achieve the various tiers of Fellowship of the Higher Education Academy accreditation and Postgraduate Certificates in Academic Practice. Staff undertaking research degrees are allocated 100 hours a year on their workload models and encouraged to identify and block time to undertake that research. At a school level, all staff are entitled to an annual Development Fund of £150 a year, used to support the development of research work, including the presentation of papers, conference attendance costs, additional training and networking as appropriate to their level of experience. All staff are supported with £100 contribution to professional subscriptions. Additional funds are available for staff, particularly ECR staff, who are seeking to undertake development activities.

At the level of the UoA, the development of staff as researchers is supported through the programme of five core activities for growth, outlined above under Aim 1 and presented in the context of staff development, here:

1. *Reading groups, writing retreats, and workshops*: a monthly Reading Group that operates across Social Sciences and Human Geography gives staff the opportunity to present papers and receive feedback from colleagues prior to submission for publication. The Group has actively sought contributions from Early Career Researchers (ECRs). Of the 36 papers presented since the group was initiated, 18 have been from ECRs. We run regular 'shut up and write' sessions for staff to bring and work on writing projects in a supportive environment, which have been very successful in helping staff to find the time and supportive space to finish and submit manuscripts. The wider School of Natural and Social Sciences runs a research seminar series which invites staff and postgraduate researchers to present papers, ideas or findings to peers and engage in discussion in a supportive environment. ECRs in the team are encouraged to present work in this series.
2. *Using internal QR funding to seed-fund research projects*: for ECRs and staff reengaging with research, as a chance to develop research for publication; for more experienced staff, to support the scaling of existing projects for bidding into externally funded work.
3. *Programmes of research mentorships*: for both ECRs and established staff, offering target support including the production of personal research plans, support with internal and external grant funding applications, writing and publication workshops, and research mentoring from experienced research staff (**Hobson, Hockey, Lynch**) and members of the University Professoriate from cognate disciplines.
4. *Funding PGR attached to staff research projects*: offering more staff the opportunity to develop supervisor experience and thereby create to a wider pool of experienced PGR supervisors in the team. Consequently, we have gone from 2 staff supervising PGR when the team was created, to 10 at the end of 2020.
5. *Building capacity and strength in high-impact areas of work*: particularly through providing targeted support including training events, guidance and mentorship from other impact generators, funding for staff submitting ICS, developing work that has potential as a future IS, or is high-impact.

We have been particularly keen to support ECRs as part of our collective growth and development, recognising the difficulties faced by many in this position in finding work and then being able to develop as part of a team. To support this, **Hockey** has been retained on a fractional post to provide additional support and mentoring to this group, including reading of manuscripts, providing feedback on written work, advice on journals for publication, and networking staff with other colleagues working in similar areas. **Hobson** and **Lynch** provide additional support to ECRs as part of the reading and writing groups, research development seminars, and one-to-one

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development meetings. There is an Early Career Researcher group in the Social Sciences (coordinated by **Narkowicz**), which meets monthly and is supported by the QR funding allocated to the UoA. They have organised and contributed to University seminars and worked in partnership with external agencies to bring about opportunities for co-produced research for its members and for Postgraduate Research Students. The group also ties in with the University-wide Early Career Researchers Network (ECRN). **Narkowicz** was one of two conveners of the British Sociological Association's Early Career Researcher Forum, which manages events, bursaries, and other supportive activities across the UK. Recent appointment to the team, **Folkes**, successfully won competitive funding to convene an ECR Regional Conference from the BSA.

Evidence of success

The success of our strategy for the development of both new and long-standing team members is reflected in the career trajectory of the group. Our approach, scaffolded through our five core activities, has brought us some key successes, and helped us to grow into a research active and impactful team. Our strategy of recruiting and developing research active early career academic staff have led to the employment of 10 such staff in the last five years. 5 of these staff have been entered as part of this REF submission: **Payne**, Transnational organised crime and restorative justice; **Stafford**, police-public relations and business crime reduction; **Narkowicz**, State violence, racism, gender and religion; **Hester**, policing of major events; and **Nixon** penology, peer mentoring in prisons.

The tailored mentoring and support offered to our staff has also helped more established staff to succeed. Over the REF period, four staff members have been promoted to Senior Lecturer (**Payne, Stafford, Hester, Narkowicz**). In addition, in recognition of success in their research and in supporting the successful leaderships and development of the team, **Monckton-Smith** has been promoted to Professor of Public Protection and **Hobson** to Associate Professor of Social Sciences, and **Lynch**, who has provided support to the team from the Geography team has also been promoted to Professor of Community and Engagement. Our approach has led to strong growth in the quality and quantity of research outputs produced by the team over the REF period. Numbers of peer reviewed publications produced by the group increased over five-fold, we have seen many of our ECRs develop into successful published researchers, and the community has developed a vibrant and supportive research culture.

Support mechanisms for, and evidence of the training and supervision of PGR students

Postgraduate Research (PGR) students form a growing, part of the Subject Community, reflecting the developing success and visibility of our research profile. The subject community has grown from a small base, and during the REF period we have had 4 PhD completion. However, we currently have 19 active PGR students; 8 on PhD programmes, and 11 on Masters by Research programmes of which 5 are on a pathway to upgrade to PhD.

The development of our PGR programme has been an integrated part of the wider successful staff and research strategy. Our approach to PGR supervision has the dual purpose of providing research students with supervision teams that have appropriate expertise and sufficient supervision experience, and of developing the supervision experience of staff further. The UoA and subject Community leadership team will develop research supervision capacity by matching experienced supervisors with less experienced supervisors when bringing together a team. A measure of our success here has been an increase from 2 staff supervising PGR at the point the team was created, to 10 at the end of the REF census period.

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Fees-funded PGR places have created valuable opportunities for students and for staff to undertake supervision, and we are continuing to grow the PGR pipeline from Masters by Research to PhD. Over the course of the REF period we have provided fees bursaries for 1 PhD and 8 Masters by Research students, using research income and QR allocations. We also now have a rolling programme that offers 2 fees bursaries for Masters by research places each year, with the possibility for one of those students to continue that bursary into the following years on upgrade to PhD.

Within the team, we support staff to undertake PGR study. Currently, 4 staff members are working on PGR projects, one at Masters by Research and three at PhD. Two of these are supervised within the team by experienced staff (Hobson and Jones). Staff on PGR courses are allocated 100 hours per year to focus on this, on top of the standard Research and Scholarly activity of 185 hours a year that all staff receive. Additionally, staff studying PGR at the university receive a full fee-waiver for their study.

PGR students have access to an annual bursary of £200 to spend on development activity. With support from the School's PGR coordinator and through a school-wide programme of activity, we aim to integrate our PGR students within the University's active research community so that students can both take part in and be inspired by the activities to which they are exposed.

Supporting and promoting equality and diversity

Within the university and the UoA, we have worked hard to develop an include research culture. The University's Equality and Diversity policy reflects the committed to advancing equality and valuing diversity in all our practices. Policies and procedures relating to staff are designed to foster a culture in which equality and diversity considerations are embedded into all areas of work. The University monitors, analyses and reports staff and student data to senior managers and trade unions on an annual basis to inform University equality priorities. External accreditations through the Stonewall, Disability Aware, and Workplace Wellbeing schemes underpin and formalise our commitments here, and our investment in staff wellbeing helped bring about our recent re-accreditation to the Workplace Wellbeing Charter.

In the Social Sciences team more widely, 12 staff identify as female and 7 as male. There are 9 Early Career Researchers. The researcher development and support initiatives, including writing groups, peer review, retreats and small grants are available to all and are intended to give team members time, support, and resource to prioritise and pursue research activities.

Equality impact assessments are imbedded into institution wide projects and policy reviews, and staff are supported to meet their equality and diversity responsibilities through learning and development programmes and initiatives. Staff Review and Development meetings are a fundamental part of this, helping colleagues achieve a balance between their core duties and research objectives. These have particularly targeted support at ECRs and those returning from maternity leave. The University monitors all stages of the employment process from selection, re-grading, incremental progression, promotion, training, and development and acts to address any identified or potential inequality and under representation.

3. Income, infrastructure and facilities

Income

the unit has been awarded £158,422 in research income over the duration of the REF census period.

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As a new subject community and Unit of Assessment, one of the key tasks has been the development of a successful and ambitious research portfolio that includes funded work. Supporting staff to undertake funded research is an important part of our overall aims for the UoA and of our five core activities for growth. Under the leadership of Associate Professor with responsibility for leading research development (**Hobson**) and a Professor from within the school (**Lynch**), we have seen particular success in the growth of funded research since the creation of the Subject Community and UoA. Furthermore, investment in facilities and research infrastructure has helped us to develop a vibrant research footprint and a supportive and high-impact research culture.

Through our five core activities for growth, we have implemented a programme of development for our researchers that includes: bid writing workshops, targeted seed-funding for developing wider research bids, paper writing workshops, targeted support for research mentorships, incorporation of ECRs on active research teams, and funded PGR studentships.

The development of a funded research portfolio was twofold. For ECRs and staff reengaging with research in the new community, we provided support to build research links with community organisations including funding small grants, opportunities in Knowledge Exchange and conference events, and provision to work on in-kind funded research. For staff already engaged in research and impact activities, we provided support for larger bid writing, RA support, and the initial phase of fees-funded PGR's. The successful funded research work carried out by the Social Science subject community includes:

Funded research at a County and regional level in crime and harm reduction including: the police-led community harm reduction scheme for young people, 'the Aston Project' (**Payne & Hobson**); Community Ownership of Local Assets with Tewkesbury Borough Council (**Roberts**); Managing Anti-Social Behaviour in Rural Gloucestershire (**Hobson**); 'youth forum' Restorative scheme (**Payne & Hobson**); the potential for responsible Off-Licensing Schemes (**Dooley**); Research with the College of Policing on professionalisation on police training (**Clay-Davies**); an evaluation of student-led community patrols (**Dooley**); research on community safety partnerships at a county level (**Stafford & Hobson**); and a study on the potential for 'Smart commissioning' services in Gloucestershire (**Hobson**) (total c. £111,072)

Funded research at a national and international work, including: **Jones** as a work-package lead on the Horizon 2020 project 'Cultural Heritage and Identities of Europe's Future' (CHIEF) alongside partners across the EU and Turkey [UoG portion of funding total c. £21,000]; **Monckton-Smith** on domestic abuse, Hidden Homicides and the development of the 'Homicide Timeline', with charities, advocacy groups, police forces and justice agencies, including Gloucestershire, Dafyd Powys, and Sussex, and in Ireland with the national Garda College and the Department of Justice. (total c. £47,350).

Infrastructure

The University's infrastructure for research offers support to subject communities in several ways. Our Academic Development Unit (ADU) has a University-wide enhancement function in line with the ambitions in the University's Academic Strategy (2017-22) and leads on the formation and implementation of the Academic Strategy. The ADU provides a strategic and operational influence on teaching, learning, assessment, and research, and is the central department for the development and support of academic practice, including research. The ADU coordinates the University's Research Priority Areas, oversees the University's Early Career Researcher Network and Women Professors' Group, manages the internal funding allocation and various competitive funding opportunities, coordinates the University's REF activity, runs training and development

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workshops for researchers, research degree students and research supervisors, supports research staff with external bid writing, disseminates information on funding opportunities, and deals with issues of research ethics and integrity. As a newly formed subject community and Unit of Assessment for the University, the ADU has provided the Social Sciences group with advice and guidance on REF submission and guided the growth of our strengths and the development of our staff by supporting and advising on the implementation of our approach.

The University also hosts an open access Research Repository which serves as a storage and distribution service for the University's research and publishing outputs whether articles, conference papers, book contributions, artefacts, or video. The Repository provides a public window into the research activities undertaken by the University and holds the unpublished postgraduate research theses as open access full text documents wherever possible. It is also used to disseminate Open Educational Resources (OERs) for reuse and adaptation subject to Creative Commons license terms. In the Social Sciences we have used the repository not only as a means of cataloguing our academic output but to share our coproduced outputs and policy documents safely and securely with community partners and public audiences.

The University's Research Priority Areas (RPAs) are underpinned by infrastructure that brings many benefits to the Social Science subject community. Not only are these RPAs the means through which QR funding is allocated across the Institution, but the associated structure of staffing and resources has provided researchers in our subject community with mentoring, guidance, and opportunities for multidisciplinary collaboration. The Sociology UoA is supported by the Environmental Dynamics and Governance RPA, which has allocated funding to support research projects in the Social Sciences, and its staff have been instrumental in our efforts to leverage external funding. We have had success in research and analysis work for external partners, with the work subsequently forming the basis for academic outputs submitted to this UoA. This includes **Monckton-Smith's** work with police forces, justice agencies, charities, and community partners, reflected in her papers and the ICS on 'Risk Assessment Policy and Practice in Domestic Homicide,' submitted as part of this UoA. Work with partners also includes a paper based work on the police-led community harm reduction scheme for young people 'the Aston project' (**Payne & Hobson**); a paper on the 'youth forum' Restorative scheme (**Payne & Hobson**); work on Community Ownership of Local Assets, alongside with Tewkesbury Borough Council (**Roberts, Lynch, Hobson**) which also formed part of basis of an ICS in the University's submission to UoA14.

The strong focus on Interdisciplinarity in the community, particularly with colleagues in human Geography, is recognised through our Social Vulnerabilities research group. This research group, run by **Hobson** and **Lynch**, helps to support and articulate the joint activity undertaken in the areas and bring further mentoring and development support for our staff. This research group pools resources to coordinate research, provide opportunities for multidisciplinary working, events and conferences with partners, and provides an online presence for public visibility and access to research outputs. Through opportunities brought about by this larger research group we have been able to showcase our work and partnerships at events, such as an online research conference in July 2020 on Social Vulnerabilities and a virtual conference on Global Sustainable Development Challenges in December 2020.

As a significant portion of the work conducted in the Unit of Assessment involves research on the challenges facing vulnerable groups in society and so it is a key value that the research maximises benefit and minimises harm. The University has a Research Ethics Committee that oversees the ethics of all research that is conducted, and the School has a designated Research Ethics lead who sits on this committee and advises researchers and students on the University's ethics policy. As part of this policy, researchers are expected to keep abreast of the subject discipline

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association ethics, for example the British Sociological Association Statement of Ethical Practice. This ensures that there are ethical checks and balances on the work that we do. This support is underpinned with research ethics training for all staff and PGR students.

Facilities

The Social Sciences subject community is located at the University's Francis Close Hall Campus in Cheltenham, co-locating our staff with others in cognate disciplines. This has supported the development of cross-disciplinary research, a key theme in our approach to exploring research at the boundaries between disciplines and in building research ability. This is typified in the work of the Social Vulnerabilities Research Group. To bring about further benefit from this co-location the University has invested in the redevelopment of existing space to support teaching and research. This includes:

- The development of a new computing laboratory, equipped with sophisticated GIS capacity and analytical software, used by Stafford & Hobson to enhance activities conducted in partnership with several crime reduction partnerships [**spend: £341,656**].
- The refurbishment and repurposing of an additional building, to include open research space for staff and PGR students. This has enabled the expansion of research workshops, 'Shut up and Write' events, conferences and community dissemination events, such as Domestic Homicide Timeline training, Public Sociology projects, dissemination events on the commissioned research postgraduate taught projects and meetings of the Homicide (**Monckton-Smith**) and the Sexual Violence (**Livesey**) Research Groups. The facility also includes PGR research space and new research labs, including a Virtual Reality lab used in teaching and research in Criminology and Policing and used in the development of interdisciplinary research with colleagues in psychology focusing on the interviewing of vulnerable witnesses including children [**spend: £127,631**].
- The refurbishment and repurposing of a two-storey lodge building as a specialist 'crime simulation facility' with high-definition audio/visual recording and broadcast capabilities. From this facility it is possible to instruct students, co-host training activities with external partners, and conduct research [**spend: £23,515**].
- The construction of a forensic interviewing suit with recording facilities and one-way glass, used for teaching and research purposes and in concert with local police forces [**spend: £13,582**].

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

Our collaborative activities and projects within and beyond academia have been the means through which we have made significant contributions to the research base and to society more broadly. In the Social Science subject community, efforts to achieve our objectives for collaboration, external research funding, and excellent and impactful research have resulted in collaborative research at a national and international level with colleagues in other HEIs, and through partnerships outside academia with community organizations, third and public sector organizations, and local, national and international policy makers. These projects are central in efforts towards our strategic aim of enabling relevant, user-focused, and impactful research through the involvement of stakeholder partners throughout the research design, conduct and dissemination process. Where we work with non-academic partners, we strive for projects that create significant value and contribute to our third Strategic aim, to 'Achieve excellent research with impact, co-produced with community partners'

Unit-level environment template (REF5b)

Monckton-Smith's work on domestic abuse, hidden homicides and the nationally and internationally used 'Homicide Timeline' is a particular success. This work includes research, review, development, and training for a national and international range of governmental and statutory, charity, and community agencies and organisations. Work with charities, including the co-production of research, includes Victim Support, the Suzi Lamplugh trust, the Alice Ruggles trust, Hollie Hazard trust, Reducing the Risk of Domestic Abuse, AAFDA, Protection Against Stalking, Veritas Justice, and Stand Up To Domestic Abuse. **Monckton-Smith** works with police forces and justice agencies across the UK, using her research to develop and evaluate tools for improving practice around homicide, domestic violence and child sexual exploitation, including Cumbria, Dyfed-Powys, Gloucestershire, South Wales, Staffordshire, Sussex, Surrey, and Thames Valley. **Monckton-Smith** has undertaken a wide range of media dissemination work as part of this, with numerous guest appearances on television and Radio. Most recently, she has completed a Podcast series with Tortious Media focusing on 'Hidden homicides,' which has been picked up by the UK government and led to renewed calls for changing in police practice. Internationally, **Monckton-Smith** has worked with the Garda in Ireland, the Gendarmerie in France, and the Portuguese Police Force, and the Australian Police force are adopting work around the Homicide Timeline. As part of this research and development work, we estimate a little over 5000 Police and multi-agency professionals have been trained in the Homicide timeline, and a further 3,500 in the preceding Domestic Abuse Review tool (DART). **Monckton-Smith** offers expert advice and research leadership in the production of Domestic Homicide Reviews, alongside AAFDA, providing Home Office accredited training for around 200 DHR chairs and panel members. She currently sits on the regional process review panel for Bristol and on the National Domestic Homicide Stakeholder Group (See also ICS Risk Assessment Policy and Practice in Domestic Homicide).

Jones' involvement in the EC Horizon 2020 CHIEF (2018-2021) project brings significant international collaboration and includes anthropologists, historians, youth studies academics and educationalists alongside sociologists and social statisticians across nine HEI and research institute partners in nine countries: the UK, Slovakia, Croatia, Georgia, Germany, Spain, India, Latvia and Turkey. **Jones'** work on Minority congregations' use of Anglican church spaces in Birmingham provided the Church of England with guidance around building positive relationships with minority congregations.

Narkowicz collaborates with colleagues in Canada as part of the project *Islamophobia and Populism* in East Central Europe, led by the University of Toronto and funded by the Social Sciences Research Council of Canada. **Livesey's** work with Gloucestershire Constabulary has led to the development of supportive tools for child sexual exploitation.

Hobson and **Hester's** work on restorative justice and post-conflict reconstruction involves wide stakeholder engagement and participation, including community restorative justice agencies in Northern Ireland run in some cases by former combatants; the Department Of Justice NI, Gloucestershire Police and OPCC, NI Prison Service, Police Service of Northern Ireland, Probation Board NI, Probation Service Ireland; Charities including Family Group Conference NI, Home Group (Supported Housing), Quaker Service NI, Victim Support NI; and academics from other institutions including Ulster (N.Ireland), Maynooth (S.Ireland), and Univ. Sierra Leone. **Hobson, Lynch & Dooley's** work on residualisation in supported housing was used by the UK Government's Inquiry into the Future of Supported Housing (2016), and **Hobson** was invited by the Communities and Local Government and Work and Pensions Joint Select Committee to provide in-person expert evidence, parts of which feature in the final report on the issue. **Stafford & Hobson's** work on business crime reduction partnerships has contributed to the re-working of the UK National Business Crime Centre's national standards for such schemes (see also ICS Business Crime Reduction Partnerships).

Unit-level environment template (REF5b)

Members of the Social Sciences subject community are active contributors to the research base in their respective disciplines and academic communities of specialism. They engage in peer review work for a range of journals, including *Gender, Place and Culture*, *Feminist Review*, *Current Sociology* (**Narkowicz**), *Citizenship Studies*, *Sociological Research Online* (**Jones**), *Journal of Ethnic and Migration Studies*, *Ethnicities* (both **Jones** and **Narkowicz**), *Policing and Society*, *The Police Journal: Theory, Practice and Principles* (**Stafford**), *International Studies Perspectives*, *Safer Communities*, *Psychology Research and Behaviour management* (**Hobson**). In addition, **Stafford** is a member of the Editorial Board for *The Police Journal: Theory, Practice and Principles*, and **Jones** has served as an Associate Board Member for *Sociological Research Online*.

Contributions to the wider academic community are also made through leadership roles and organising activity within learned societies. **Narkowicz** is a convenor of the British Sociological Association's (BSA) Early Career Forum and was an organiser of the BSA pre-conference ECR forum event at the society's annual conference in April 2020. **Livesey** is a convenor of the BSA Violence against Women study group and convened a British Society of Criminology (BSC) Violence against Women and Girls event. **Folkes** won funding from the BSA for an ECR workshop on austerity in local contexts. **Jones** convenes the Tamils in Europe Research Network that comprises academics based in the UK, continental Europe, South Asia, North America, and Australia who share a research interest in Tamil migration and diasporas. **Nixon**, an ECR, received the 'Annual prize for outstanding article' from *Prison service Journal* run by Centre for Crime and Justice Studies, for her paper 'I just want to give something back': Peer work in prison.'