

Institution: University of Greenwich
Unit of Assessment: 20 - Social Work and Social Policy
<p>1. Unit context and structure, research and impact strategy</p> <p>1.1 Unit Context and structure</p> <p>Social Policy and Social Work research at the University of Greenwich (UoG) aims to sustain and grow excellence in (inter)disciplinary research and advance co-creation and sharing of applied knowledge that makes a positive difference to practitioners and a diverse range of communities regionally, nationally and internationally.</p> <p>Our priority research themes span four clusters that deepen our cross-disciplinary strengths: (1) Social inclusion, citizenship and participation; (2) Social care, health and wellbeing; (3) Educational and sustainable communities; (4) Leadership, governance and policy. Connecting threads are application of research to address social (in)justice; and methodological innovation in development and application of creative and participatory research methodologies, focused on community arts-based practices and policy development.</p> <p>This submission includes FTEs: 18 from Faculty of Liberal Arts and Sciences; Faculty of Education, Health and Human Sciences; Business School. Disciplinary areas include education, human geography, social work, sociology, social policy. The Institute for Lifecourse Development (ILD) acts as a hub to facilitate cross-faculty interdisciplinary research and supports new areas in social policy research.</p> <p>1.2 Our research and impact objectives</p> <p>This is the first UoG submission to UoA20 Social Policy and Social Work. Our research strategy refines and extends the University's REF2014 submission to UoA25 Education. The REF2014 panel noted strengths as: research environment conducive to producing research of nationally/internationally recognised quality; research excellence in areas of leadership, Higher Education, and sociology of education; clear research management structure, range of research groups and clusters; good policies to support development of staff; well-supported doctoral work, with small but sustained completions over assessment period; research funding derived from diverse sources.</p> <p>Our main goals were to create new knowledge within and across disciplines applied to social policy and social (in)justice, advance methodological innovation, and sustain reciprocal partnerships with research users and beneficiaries to better co-produce excellent impactful research. Our key aims were to: (1) strengthen our core disciplines by making excellent additional appointments at all levels; (2) enhance vitality of our (inter)disciplinary research culture; (3) increase the scale, quality, and impact of our research; (4) support sustainable partnerships with academic colleagues, practitioners, and research beneficiaries, locally, nationally and internationally; (5) increase external research and enterprise funding, especially from national and international research funding organisations, and for larger interdisciplinary bids; (6) actively and openly support equality, diversity and inclusion (EDI) in all our endeavours.</p> <p>University restructuring and investment in new Centre for Applied Sociology (CAS), and cross-faculty ILD, strengthened delivery of high-quality interdisciplinary research and impact. In 2014, Reynolds was appointed to lead CAS, which applied and aligned sociological research to reduce social inequalities among disadvantaged, stigmatised communities, in the UK and internationally, across key policy themes (wellbeing, welfare, justice, social exclusion, social care, education policy, family policy, environmental policy). Synergy was found with Education research due to its strong commitment to educational pedagogy, lending itself to interdisciplinary research embracing broader professional practice and development. Further partnerships were established between Sociology and Social Work research, including a jointly organised seminar series on death affairs, and funding applications on asylum-seeking children's experiences in the UK. ILD was established in 2019, advancing UoG's vision of providing greater infrastructure for</p>

interdisciplinary research in social policy. It provided a framework to support interdisciplinary research and practice across our research groupings' shared research interests and key social policy domains, supplied funding, support for interdisciplinary collaboration, and a primary base for research and practice staff to engage with multiple external stakeholders (see Section 3).

This strategic restructuring and investment allowed our research and impact objectives to be more than realised. Using UoA25 Education REF2014 outcomes as our baseline, we achieved:

- Increased staff numbers, almost doubling in size from FTEs: **10** to FTEs: **18**, with growth across all research clusters.
- New staff appointments: Professors (FTEs: **2**), Associate Professors (FTEs: **2**); Senior Lecturers (FTEs **5**), Lecturers (FTEs: **1**), Research Fellows (FTEs: **2**). Promotions to Professor (FTEs: **1**) and Associate Professor/Reader (FTEs: **6**).
- **45%** of colleagues are BAME, including two Black Professors (and 1 of only 45 Black women Professors in the UK); **72%** are women, including 3 Professors and 8 mid-career academics.
- **80% and 22%** of selected outputs attributed to **female** and **ECR staff**, respectively.
- **70%** increase in doctoral completions: **41** doctorates awarded, compared with **24** doctoral completions 2008-13.
- Improved research productivity through increasing numbers and quality of publications. We published 124 peer reviewed journal papers, 12 books, 50 book chapters, 24 project and commissioned reports, and edited 27 journal special issues. A total of **212** outputs were uploaded to our GALA Open Access repository, a **55%** increase from **137** in REF2014.
- Greater collaboration with UK and international HEIs. **40%** of journal papers co-authored with other UK HEIs; **23%** of journal papers co-authored with international HEIs in 21 countries. **36%** of research and enterprise grants were collaborations with other UK HEIs; **16%** with international HEIs.
- **998% increase** in research and enterprise income from **GBP192,892** for REF2014 to **GBP1,578,275** research income and **GBP610,332** in enterprise income. Funders include AHRC, EPSRC, ESRC, NERC, European Union, Wellcome Trust, Cabinet Office, DEFRA-DFID, Department for Business, Innovation & Skills; World Bank.
- Active collaborations with **40** UK and **15** international research users, including United Nations Human Settlement Programme (UN-Habitat), Metropolitan Police Service, Public Health England, Runnymede Trust. **10%** of journal papers were co-authored with research users; **48%** of research and enterprise grants were collaborations with research users.

We appointed two Professors (**Donovan, Reynolds**), four mid-career academics (**Hanna, Linton, Pentaris, Vacchelli**), and four early-career researchers (**Elliott-Cooper, Kralova, Kalocsányiová, North**). We invested in retention and progression of early-career staff members. This represents a step change since REF2014 in the capacity of social policy research at UoG for research grant capture, PGR training, international collaborations, public engagement and impact (see Section 2).

We secured University investment to progress an open research environment that goes beyond REF Open Access policy requirements. We host international peer reviewed journals, *Greenwich Social Work Review*, and *Compass: Journal of Learning and Teaching*, that provide immediate open access to content.

We successfully embedded EDI into our research and practice. Our commitment to advancing highly inclusive research was underpinned by communities of practice approaches involving a broad range of public, research users, practice and policy stakeholders in every stage of research. Our Impact Case Studies highlight our success in improving engagement and partnerships with multiple professional and community stakeholders, including front-line public services serving disadvantaged BAME/migrant groups.

1.3 Our research clusters

The UoA is organised into four clusters to achieve our strategic aim of advancing co-creation of applied knowledge in the delivery of (inter)disciplinary research and practice in key areas of social policy: wellbeing and welfare, justice, social exclusion, social care, education policy, family policy, and environmental policy. Our use of innovative creative and participatory methodologies connects the research clusters.

Social inclusion, citizenship and participation (**Elliott-Cooper, Kalocsányiová, Reynolds, Vacchelli**). Led by **Reynolds**, research focused on key policy areas including multi-culturalism, citizenship, and inequalities. It created reciprocal partnerships with a diverse range of community practitioners and beneficiaries, to improve the presence and involvement of vulnerable groups in society. Research areas included racial justice, migrants' labour, mobility and citizenship rights, and multi-lingual inclusive research practices. Participatory methodological innovation and activist scholarship were applied to research and analyses of the social needs and wellbeing of BAME communities and the evaluation of interventions. Significant achievements in promoting high impact, multi-disciplinary, international research include: **Reynolds** ERSC GBP360,000 'Participatory Arts and Social Action Research' (2016-18), established ongoing multi-disciplinary research partnerships with The Open University and University of York; **Vacchelli** (with Bard University Berlin) established MigART, the first international online repository for academics, teachers, activists and practitioners using co-produced creative and collaborative methods, to better understand migrant communities, and communicate findings in accessible, interactive ways.

Social care, health and wellbeing (**Hanna, Kralova, Mann, Morris, North, Pentaris**). Led by **Pentaris**, research connected concerns about the consequences of poverty, austerity and environmental issues for policies on social protection, care and wellbeing. Research areas covered end of life care and wellbeing, including death, dying and bereavement, at the intersection of religion and beliefs; ethical practices in patient and therapeutic relationships; and 'social death' which considers individuals outside of policy boundaries and often invisible in policy debates. Significant achievements include: **Hanna** extended collaborations with nursing and social work colleagues in New Zealand, examining nurses' educational needs, as well as care leavers' experiences; **Pentaris** (2018) was commissioned by Health Authorities in Cyprus to lead the first research study about end-of-life care in the nation, involving medical, clinical, and social care staff, with findings informing policy and practice.

Educational and sustainable communities (**Acott, Molesworth, Owusu-Kwarteng, Patterson, Sidorenko**). Led by **Acott**, this cluster pursued policy research on the education and learning environment, particularly in marginalised and deprived communities; also practice developments concerning natural environment functions and sustainable living. Partnerships were achieved with multiple policy stakeholders, beneficiaries/practitioners on the social importance of natural and cultural resources for cultural ecosystem services and social wellbeing, with particular emphasis on using creative methods to deliver professional training, policy interventions and evaluations. Significant achievements included: **Acott's** WetlandLife study (2016-2020) funded by AHRC/ESRC/NERC (GBP1,300,000), that addressed with multiple stakeholders the socio-ecological value of wetlands for wellbeing; **Patterson** (2013-2014) funded GBP25,000 by UK Youth/Cabinet Office, evaluated programmes and policies of 200+ primary schools in the Boroughs of Greenwich, Southwark and Lewisham, promoting food-growing practices with children in schools, bringing together education, wellbeing and environmental policy as an interdisciplinary area.

Leadership, Governance and Policy (**Ade-Ojo, Donovan, Jameson, Linton, McNay**). Led by **Jameson**, research addressed leadership and governance in workforce development and graduate skills, and developed tools for analysis, and evaluation of policies and services on themes of trust, values, leadership development, HE progression, impact and inclusivity. Research extended leadership and HE research noted for its strength in REF2014, and developed research on trust in enterprise and literacy education in schools, colleges, youth education, and universities; work on research governance, evaluation and policy, encompassed

a wider vision of policy sciences. Significant achievements included: **Jameson** (with Smith, Joslin, now retired) ESRC and government funding, Higher Vocational Education and Pedagogy (HIVE-PED) project and related concurrent research (GBP480,000); **Jameson and McNay's** (2013-14) EU TEMPUS (GBP50,000) project on leadership and management in Ukrainian universities; **Donovan's** multinational, interdisciplinary (2014-17) EU FP7 Programme (EUR2,270,000) 'IMPACT-EV: Evaluating the impact and outcomes of European social sciences and humanities research'.

1.4 Our impact strategy

We sought to advance co-creation and sharing of applied knowledge so that our research findings added to the evidence base and made a positive difference for practitioners and diverse communities locally, nationally and internationally. A vital part of research endeavour centred around building and sustaining long-term partnerships with practitioners, policymakers, and other research beneficiaries. Maintaining these reciprocal relationships enriched our research environment by keeping us up to date with grassroots concerns and emerging policy challenges, helping us to be responsive to new priorities and co-create new directions for research and impact. We utilised these networks to share and act on our research findings.

Our research included marginalised communities where we could make the most difference. We embedded EDI in our culture, and the way we worked, so that we could improve the presence and involvement of these under-represented groups in social policy research and engagement. This brought together a broad range of range of stakeholders (the public, research users, practitioners, and policy stakeholders) at every step of the research process. Our approach to research design embraced co-production throughout the research cycle, and the use of participatory action research (PAR) and creative methods to empower research participants throughout the research process and beyond.

We collaborated with local, national and international organisations, including wide ranging third sector and user groups, the UK Parliament, local and central government departments and bodies, and various national and sub-national governments and UN agencies.

Maximising the potential reach and significance of our research was boosted by UoG investment in ILD, with supporting impact at the heart of its agenda. ILD focused on vulnerable populations across the lifecourse, and embedded us in a vibrant research environment, communicating with users of research to create impact, new professional solutions that improve people's lives, developing high-level academic training and continuing professional development. ILD incorporated research and practice staff from across the university and engaged with multiple external stakeholders, helping us extend our range of research users (see Section 4).

Our impact case studies

These were chosen to exemplify our shared approach to achieving research impact. **Jameson** and **Reynolds** draw on long-term partnerships with community sector organisations and front-line public services serving disadvantaged BAME/migrant communities. Both employed creative methods and participatory action research, used co-production, sought to empower individuals and communities through knowledge building, and supplied evidence of positive impacts and benefits for individuals, communities, practice, and policy.

1.5 Future Strategy

We plan to continue to build the scale and reputation of our (inter)disciplinary research, and create new knowledge, while advancing UoG values of being inclusive, collaborative and impactful. We will develop our research clusters by scaling-up with larger interdisciplinary grants, and longitudinal research addressing social justice community partnership and knowledge exchange. We shall build on our innovative, small-scale methodological focus, and commitment to PAR and community of practice approaches, cocreating research and practice with new and existing professional stakeholders, beneficiaries and practice partners. We will continue to work through ILD to pursue interdisciplinary research focused on addressing UN Sustainable Development Goals.

- Sustain the vitality and excellence of our (inter)disciplinary research culture, while actively supporting equality, diversity and inclusion in all endeavours
- Strengthen our research clusters through making excellent new appointments aligned to our research priorities
- Continue to develop new, sustainable partnerships with HEIs, practitioners, research beneficiaries, locally, UK-wide and internationally
- Develop multidisciplinary larger-scale collaboration in the UK and overseas, to attract greater funding from national and international research councils addressing UNSDG and Horizon priority areas
- Create a shared community of practice to enhance regional, national, and international impact of our research
- Continue to develop practitioner staff through support of staff PhD, EdD and Master's study, fee waivers, and embedding themed work within ILD and CAS supportive structures
- Leverage doctoral funding and increase postgraduate provision to develop the next generation of future leaders in policy research and practice.
- Mentor and support our PGR and ECR community to succeed as independent researchers
- Remain agile, and learning from COVID-19 experiences, pivot engagement with stakeholders by utilising online activities

1.6 COVID-19 disruption to Impact Case Study activities

Key engagement activities were disrupted while impact stakeholders (keyworkers/emergency staff) prioritised COVID-19 community emergency response planning, moved activities online, and refurbished COVID-safe physical premises. For **Reynolds**, the eight-month suspension of an AHRC-funded impact project and, for **Jameson**, funded impact research cancellations in Cambridge and South Africa, impeded planned activities.

2. People

2.1 Key staff appointments

In 2014 **Reynolds** was appointed to FLAS leading development of social policy research as a new inter-disciplinary UoA at UoG. Reynolds has an outstanding track record of undertaking co-designed PAR projects to improve the lives and wellbeing of the UK's BAME and migrant communities. In 2020, the appointment of **Donovan** refined our impact strategy, bringing an outstanding track record of working on research governance, including large-scale projects evaluating impact of social sciences and humanities research.

Senior appointments replaced professorial colleagues who retired, left the University, or moved to fractional non-research positions (**Ainley, Lambirth, Parsons**). 6 senior staff in Education remain from the previous UoA25 REF2014 submission (**Jameson, Ade-Ojo, McNay, Sidorenko, Patterson, Molesworth**), joined by staff members in Sociology who did not feature in REF2014 (**Acott, Owusu-Kwarteng, Morris, Mann**).

We recruited 8 high-quality staff committed to our aims (**Elliott-Cooper, Hanna, Kalocsanyiova, Kralova, Linton, North, Pentaris, Vacchelli**) through Faculty investment in staffing expansion. Visiting appointments with specialist expertise in our key disciplinary strengths also supported the Unit's expansion. In Education (Profs) **Davison, Green, Mallen, Parsons** and (Fellows), **Bailey** and **Webb**; Sociology and Social Work (Profs) **Fletcher, Letherby** and **Whittington**.

To support impact delivery, ILD recruited: Impact Assessment Officer (**Gladwin**), Senior Research Support Officer (**Trudeau**); Communications, Events and Engagement Officer (**Russell-Clark**); Knowledge Exchange Fellow (**Kucaba**).

2.2 Academic pathways and allocation of scholarly time

Unit-level environment template (REF5b)

The university has 3 career pathways staff can select: 1) research, 2) teaching and learning, 3) knowledge exchange and partnerships. We support the activities of 79 staff across all three pathways, ensuring clear links between research, enterprise practice and impact, teaching and learning. The UoG workload model allocates a minimum of 11% time per year for staff research and scholarly activity across pathways. However, in accordance with the UoG Code of Practice, staff on the research pathway, identified as having significant responsibility for research (SRR), receive an allocation $\geq 20\%$. SRRs with funded projects or key research roles are given additional time: e.g., Deputy Head of School Research and Enterprise (Education) **Donovan** and School Director of Research and Enterprise (Humanities and Social Sciences) **Reynolds**, have additional two-day research allocations to undertake their roles.

We work closely with academic Schools to facilitate (one-term) sabbatical awards. Unit members on all three pathways have benefited (**Kralova, Linton, Mann, Morris, Owusu-Kwarteng, Pentaris, Vacchelli**), including time to write up their PhD theses (**Phillpot**).

Staff also benefit from visiting fellowships at other universities (**Jameson**, University of Cambridge) and **secondments** for closer engagement with practice stakeholders (see Section 4).

To build capacity, 61 non-SRRs and professional service staff within the Unit, formally affiliated to the research centres, contribute to research, enterprise, and impact: e.g., **Hockham**, Bathway Theatre Manager at UoG, won a GBP99,000 impact award from Mercers Fund to upskill BAME elders in online digital technologies, 2020-22 (with **Reynolds**). In 2020, **McDonald** won the ILD Impact prize for his work supporting primary school children's reading for pleasure.

Staff promotions across academic pathways

Ade-Ojo was promoted to Professor (2020); 7 colleagues in FEHHS and FLAS were promoted to Associate Professor/ Reader/Principal lecturer: **Ade-Ojo** (2019), **Jeavons, McDonald, Patterson** (FTE: 0.3); **Pentaris, Owusu-Kwarteng and Vacchelli**; and 3 to Senior Lecturer: **Gibson, Jones, Macmillan**.

Mentoring, probation and appraisal

UoG and Faculties foster ongoing professional development for staff throughout their employment. Research is embedded into support mechanisms, including research **mentoring**, personal coaching, access to writing workshops, internal and external training or PhD registration for non-SRR. Colleagues benefit from this in terms of staff promotions, improved research outputs and further professional development.

Induction involves 1-2-1 meetings with the academic schools' research leads to discuss personal research plans and support needs. New staff are encouraged to affiliate to a relevant research centre and attend ILD/Faculty events and allocated a mentor within Schools. Scheduled quarterly probationary review meetings are used to tailor support requirements. The **annual staff appraisal system** by line managers reviews staff performance, ensuring individuals' research objectives, activities and development are proactively supported. During appraisal, all staff, regardless of pathway, are expected to identify research objectives. This may include a focus on pedagogic research or consultancy for those on teaching and learning and enterprise pathways. Staff development needs are reviewed in mid-year meetings. Our strategy aligns with the **UoG's Research Strategy, Vitae Researcher Development Concordat and UK Research & Innovation (UKRI)** action plan to support the career development of researchers.

2.3 Allocation of QR HEIF and RCIF Funds to support growth

A competitive funding panel, chaired by the FEHHS and FLAS Directors of Research and Enterprise and including research strategic leadership teams, assess applications to ensure strategic investment of QR funding according to our priorities for impactful research. Panels **awarded total funds of GBP595,000**; allocated as:

Unit-level environment template (REF5b)

QR funding GBP420,000 - for conference attendance and external support to experienced researchers (GBP152,000), ECRs (GBP18,000) and PGR students (GBP60,000); wider research dissemination (GBP6,000), e.g., TedX talks, and seed funding (GBP22,000) for pilot projects and impact activities.

HEIF funding GBP103,000 - to fund strategic academic and public engagement (GBP51,000) with national and international collaborators, leading to high-quality outputs of submitted staff; support undergraduate students in experience of working with staff on research projects, presenting at international conferences (GBP28,000), and research assistance in Education (GBP52,000).

Research Capital Investment Fund GBP72,000 – to support strategic areas of growth and impact in the Unit. For example, research looking at virtual reality simulation for police-community research and training, led by **Jameson**, with Goss-Sampson, and Davis (in UoA3).

2.4 Support for ECR Staff

Our ECR staff demonstrate excellent track records of inter-disciplinary policy research: 22% of the Unit's outputs are authored by ECR staff. They have been nominated for UoG awards (prize for ECR communication and engagement, **Elliott-Cooper**) and won awards for research impact (ILD Impact Award, **MacDonald**).

We provide a supportive, stimulating environment for ECRs, with ECR community growth from a baseline of zero in 2014 to 5 ECRs (Category A submitted **Elliott-Cooper**, **Kalocsanyiova**, **Kralova**, **North**, non-SRR **Oxley**).

ECRs' Co-ordinators represent ECR views across a range of Faculty and University management committees. ECRs are supported by the **Concordat**, and we also have in/formal mentoring schemes in the academic Schools, and the ECR Network. ECRs facilitate their own network events, organising writing groups, research cafés, seminars, and conferences for ILD's research centres.

Central research support investment

GRE supports research in the University (cf. REF5a). Staffing investment in GRE includes the appointment of a Head of Research Services (Cormack-Bissett), Enterprise Development Managers (EDMs) and Research Development Officers (RDOs) to support each Faculty. The EDMs and RDOs work directly with unit staff to develop enterprise and research bids, providing expert advice and costings. The University also invested in a new Research and Enterprise Training Institute (RETI), specifically to support research training for all PGR students and staff in line with the Concordat (see Section 3).

2.5 Research Students

41 students were awarded research degrees:

Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Total
PhD	0	0	1	3	2	1	2	9
EdD	3	2	8	4	5	4	6	32
Total	3	2	9	7	7	5	8	41
UoA20								

Recruitment, funding and fee waiver

We received a substantial increase in doctoral student funding, to support our ambition of growing research capacity and increasing diversity in research among practitioner staff. Many new staff appointed in teaching and learning pathways were supported through a fees scheme and additional scholarly activity funds supporting academic and research career progression via EdDs, PhDs and Masters' Programmes. **Faculties waived GBP390,000 in fees for internal**

supervision and GBP135,000 in fees at external institutions, including for twenty-five staff in Education.

We were awarded 7 fully funded Vice-Chancellor's PhD Scholarships since 2014: **Ade-Ojo** (1); **Fiore** (1); **Jameson** (1); **Lambirth** (1); **Reynolds** (2); **Sidorenko** (1), with **6 of the 7 students recruited from BAME backgrounds**. Potential supervisors from BAME groups were encouraged to apply or to join supervisory teams to be mentored, improving the number of BAME staff qualified to supervise research degrees. The scholarships awarded followed a rigorous assessment process involving blind-review to minimize selection bias. Representative interview panels, including ECRs, ensured a fair and transparent recruitment process.

Mentoring, Support and Skills Development

We have 4 doctoral programmes (3 PhDs and EdD) each with a Programme Leader. EdD and PhD in Education programmes are supported by **Ade-Ojo**. Whilst PhD students in Human Sciences and Social Sciences are supported by Birtel (UoA3) and **Reynolds** respectively. Each programme provides relevant training and support. Supervisory teams consist of 3 staff with a shared minimum of 3 completions. Mandatory RETI training and regular refresher courses are provided for all supervisors (see REF5a). ILD provides funding for the UK Council for Graduate Education Research Supervision Recognition Programme: **Ade-Ojo** is ILD's first Recognised Research Supervisor and will oversee roll-out of this accreditation across the UoA.

Students receive tailored support from RETI, which provides a structured training programme guided by the Vitae Researcher Development Framework, on topics such as research ethics, and preparation for transfer and final viva, to support PGR studies. RETI's programme is supported by dedicated academic staff who mentor PGR students. PGRs have representation at School, Faculty and University level committees. In this assessment cycle QR funds (GBP60,000) were allocated to PGR students to present at conferences, for external training, and external support. ILD offered GBP500 to each student, following a competitive assessment process, to provide extra support caused by time lost during the COVID-19 pandemic. All doctoral students undergo a process of annual reviews. They have their own dedicated workspace on campus, with access to standard and specialist IT equipment and resources. This is reflected in scores >80% for research skills, responsibilities, professional development, progression, and supervisions in PRES.

Research culture

Our doctoral students are members of ILD Centres and Centre for Applied Sociology Research, and regularly engage in the range of activities and events organised for staff and students, including ILD's annual Public Lecture Series, research cafés, and annual conferences. Students showcase their research at the annual University Research Conference, open to all staff and students, the Faculty PGR Student Research Conference, ILD Annual EDI research conference, and National Three Minute Thesis (3MT) competition, which is actively supported by the Unit. There is also an annual student development conference with sessions organised by academic Schools on publication, career opportunities and the doctoral journey. We have a firm commitment to developing the future generation of researchers and practitioners, e.g. Our submission includes outputs co-authored by staff (**Reynolds**) and PGR student (**Kaptani**).

Research students have access to a section of the University's Careers Service which run dedicated employability events for PGRs, including academic and non-academic career-path sessions and doctoral-level placement programmes. Our students have achieved significant career progression, e.g., **Chadwick** (2017) progressed to Vice Principal (Maths) at Passmores Academy; **Otiotio** (2017) from tutor at Orpington FE College to Lecturer, Birkbeck College, London.

2.6 Equality, Diversity, and Inclusion

We are a highly diverse UoA, significantly higher than UoG and the overall sector in terms of colleagues represented across all protected characteristics. We were particularly successful in supporting the advancement of female and BAME staff:

- **80%** and **22%** of selected outputs attributed to **female** and **ECR staff**, respectively.
- **67%** Category A submitted staff are female (>24% difference with UoG overall).
- **45%** Category A submitted staff are BAME (compared with 17% REF2014), incl. 11% Black professors (compared with 0.7% in the sector). Our submission includes 1 of 45 Black female Professors in the UK (**Reynolds**).
- **28%** of staff work part-time (almost double that for UoG overall) with a high proportion of SRR (**89%**) on permanent contracts.

Our UoA is well-represented by staff with caring responsibilities. We have flexible working arrangements, remote working, and support staff returning from periods of leave (including parental leave and COVID-19 related illness) with reduced duties. Staff are granted special leave from line-managers for a range of domestic circumstances, including emergency childcare. All staff are supported with sabbaticals, study leave, funding for conferences and meetings. Personal circumstances are considered by promotions panels in assessing research achievement and outputs compared with opportunity. The choice of outputs for REF2021 relied on internal and external expert review as the primary means of assessment, using the framework and data set out in the UoG Code of Practice.

Unit members actively contribute to the development and implementation of the University's **EDI Strategy and Action Plan** as School/Faculty EDI advisors (**Pentaris, Vacchelli**); Stonewall Co-Lead (**Pentaris**); BAME Staff Network advisor (**Ade-Ojo**); BAME Student Attainment Champions (**Owusu-Kwarteng; Reynolds**).

2.6 Future staffing plans

We will continue to make strategic appointments as existing staff leave, retire, or new posts are created. All adverts and interview panels for future staff appointments will explore the ambitions of candidates to work within our core research areas, and new areas of policy research. We will increase staff secondments, and honorary fellowship appointments with our policy and practice partners.

3. Income, infrastructure and facilities

3.1 Research Income

Research and enterprise total income is **GBP2,118,607** with research income captured by HESA from research councils, charities, industry and EU/UK government bodies totaling **GBP1,578,275**. This is a **998%** increase in research and enterprise income from **GBP192,892** in REF2014.

Senior appointed staff member, **Donovan**, was PI and CI on several international large-scale funded projects hosted elsewhere during the cycle that have supported their work: International PI on AUD398,000 '*Gendered Excellence in the Social Sciences*', Australian Research Council Discovery Grant '(2015-21, not transferred); CI on the EUR2,270,000 EU FP7 Programme '*IMPACT-EV: Evaluating the Impact and Outcomes of European Social Sciences and Humanities Research*' (2014-17) before joining UoG. Other staff recently appointed are highly active in enterprise activities that build on large-scale partnership projects with multiple local government bodies and agencies.

The increase in income in this cycle represents funding secured from numerous competitive funding sources for both primary research and our success with building international networks and collaborations.

- UKRI: ESRC/National Centre for Research Methods (**Jameson, Patterson, Reynolds**); AHRC (**Acott, Miller, Reynolds**), NERC (**Acott**); ESRC (1) and AHRC (2) seminar series.
- EU funds: EU FP7 (**Donovan**); EU interreg (**Acott**); EU Tempus Programme (**McNay**)
- International funds: Australian Research Council (**Donovan**)
- Research Charities: Wellcome Trust (**Patterson**).

Staff received direct and commissioned research funding from various bodies, including:

- **Education agencies/institutions:** British Council, BAME staff progression (**Miller, Linton, Henry**), Higher Education Academy (**Ade-Ojo**); Leadership Foundation for Higher Education and Linking London; University of Cambridge (**Jameson**); Association of Commonwealth Universities (**Reynolds**)
- **Government departments:** DEFRA-DFID (**Acott**) Department for Business, Innovation and Skills (**Jameson**); Ministry of Housing, Communities and Local Government (**Reynolds**)
- **National bodies:** Forest England, Public Health England (PHE) and Natural England (**Acott**)
- Charitable Trusts and non-profit organisations: Big Lottery (**Jameson, Patterson**).

Most notable, is **Jameson's** collaboration with multiple partners on projects *Higher Vocational Education and Pedagogy in England* (HIVE-PED). This work, focused on the educational progression of students in tertiary 6th form and FE colleges into Higher Education, has been supported by substantial invited sole tender funding from government departments and educational bodies, such as the Department for Business, Innovation and Skills (BIS) (**GBP200,000**) on a national study tracking the further and vocational education of students. The research was also funded by Linking London - a consortium of 49 London-based educational member organisations working collaboratively to maximise widening participation, student engagement and success, social mobility and social justice through education - exploring higher vocational education progression of students in London (**GBP96,000**).

In addition to the impact outlined in our Impact Case Studies, this research supported a wide range of developing areas of impact activities. **Acott's** inter-disciplinary work on marine conservation funded as part of larger research consortia by EU interreg, AHRC, NERC, and involving national government departments and bodies (DEFRA-DFID; PHE, Natural England) was instrumental in developing a community-arts activist framework to support social wellbeing and resource management in coastal and small-scale fishery communities. In this assessment period the total value of these major and prestigious grant awards was **GBP6,500,000** (funding shared with NRI).

Our **fractional staff members** were highly active in generating research and expertise income from consultancy and enterprise activity. **Patterson**, (FTE: 0.3) generated income >GBP175,000 for research auditing food growing in London Borough of Lambeth schools (Big Lottery) and a knowledge transfer partnership Wider Horizons Trust and TSB Bank on children's outdoor learning. **Lambirth** (FTE: 0.2) generated >GBP160,000 enterprise income in commissioned research from Kent LEA, Royal Greenwich Teaching School Alliance, and Kent primary schools (Staplehurst, Sevenoaks) researching literacy practices in schools.

Other research and practitioner staff generate income for **consultancy and enterprise activities** with:

- **Education bodies:** *London South East Maths Hub*, development of maths pedagogy (**Field**); *Royal Greenwich Teaching School Alliance*, literary practices in schools Alliance (**McDonald**)
- **Local education authorities:** *Kent LEA* (**Lambirth**), as above
- **Charitable trusts and other not for profit organisations:** *Emergency Exit Arts*, arts therapy with older people living with dementia (**Patterson**) *Charlton Athletic Football Club*, development of sports players from (**Smith**); *Family Action*, evaluation of family support interventions (**Reynolds**); *Mercers Fund*, training for BAME older people in online technologies (**Hockham** and **Reynolds**); *Lewisham Refugee and Migrant Network*, training community co-researchers on qualitative and PAR research (**Reynolds**)

- **Government Departments:** *Dept of Education*, develop Stonewall LGBTQiA framework (**Green**), *DFID*, Informal Economy in India (**Dasgupta**); *UK Youth/Cabinet Office*, youth's social journeys (**Parsons**) and growing food in schools (**Patterson**)
- **Financial bodies:** *The World Bank/ and SMTC Nigeria*, educational project development in Nigeria (**Ade-Ojo**), *Santander Bank*, student mobility study visits (**Miller**), *TSB Bank* (**Patterson**) as above
- **Police bodies:** *Metropolitan Police*, community policing, youth inclusion and hate crime (**Jameson**)
- **Specialist businesses:** *ECORYS*, an international research, consulting, and management service) on Leadership, Intelligence and Talent in Ukrainian HE (**McNay**)

3.2 New infrastructure and facilities

Since 2014, the University invested significantly in estates and infrastructure supporting research and impact. In 2017, GBP32,000,000 was spent on redevelopment of the Dreadnought Building, which houses the Schools of Education and Human Sciences. The Medway Student Hub is a new on-campus entertainment and social space. The award-winning Stockwell Street Building hosts the campus library; and the new Powerhouse, home to a community of entrepreneurs which delivers an exciting, innovative style of collaboration between staff, students, and the local community, and is fully equipped with TV and film studios, as well as art spaces. The facilities are used to engage the local community in events and open up university spaces to the wider public, including the UoA's '*Let Our Legacy Continue*' exhibition, housed in Stephen Lawrence Gallery, Stockwell Street, to celebrate the Windrush generation's (2020) contribution to UK society. UoG continues to support research activity with advanced IT and data management support systems.

Investment in the Institute for Lifecourse Development

ILD, launched in October 2019, emerging from UoG's strategic review on infrastructure, supports our research and practice through research development and funding across a range of UoA's activities (see People section 2). ILD introduced new state of the art research facilities for policy research, with GBP2,640,000 spent on capital investment. These new facilities have grown our research by creating new physical research spaces, and labs for multi-disciplinary work. ILD's investment in the new GBP15,200,000 Simulation and Research laboratories at the Avery Hill campus, led by the Centre for Professional Workforce Development (Simulation Group), and including membership of UoA staff, facilitate many research, knowledge exchange and impact opportunities for Education and Social Policy. The labs advance blending classroom education practices with innovative technological development, supplying realistic, interactive, clinical training, whilst also generating simulation-based research and enterprise potential. **Jameson's** collaboration with sports science and applied psychology researchers in the Centre for Professional and Workforce Development delivers virtual reality simulation community police training to the Metropolitan Police Service.

ILD is supported by UoG's research governance structure, comprising three layers of Research and Enterprise Committees at University, Faculty and School level. In turn, the academic Schools (Humanities and Social Sciences, Education, Human Sciences), Faculties (FEHSS and FLAS) and UoG provide multiple layers of support (e.g., scoping for funding opportunities, peer review, sabbaticals, balanced academic workload management) to maximise the success of external research grant applications.

Investment in Faculty Research Support

UoG investment in the expansion of Faculty services and ILD's research office provides us with dedicated research support. Faculty services include project management support (managing funding sources, budget monitoring); event organization; social media and dissemination activities media (e.g., public lectures and Greenwich Book Festival); PGR support for admissions, induction; enterprise activities (including for short courses, software sales, consultancy, digital content management). In addition to these services, the Directors of Faculty Research and Enterprise have responsibility for coordinating research strategy objectives with

the Faculty PVCs, ensuring staff have sufficient time to develop and realize individual research plans, and pursue interdisciplinary opportunities.

Faculty investment expanded our partnerships with academic and impact practitioners/beneficiaries in the UK and worldwide. Established and ECR researchers have accessed funds for building research networks, seed-funding for pilot projects, research development and small projects, and international collaboration funds. For example, **Acott, Jameson, Reynolds** very successfully built on faculty funding to then apply for external funding, including larger interdisciplinary consortia projects, competitively won, and funded by research councils and charitable organizations (see Section 4).

Faculty investment in the Office for Undergraduate Research (OUR) has expanded support for research collaboration with undergraduate students. Unit member **Owusu-Kwarteng**, Faculty OUR Director, leads this work, supported by **Sidorenko**. Both successfully brought together undergraduate students across the Schools of Education, and Humanities and Social Sciences, to co-create and publish two e-books addressing the student experience at UoG (2019) and auto/biographical reflections on contemporary policy issues (2020). Students presented invited papers on undergraduate research engagement at a national conference on undergraduate research, University of York (2019), and international conferences, University of Saskatchewan, Canada (2019) and University of Ohio, USA (2020).

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

4.1 Support for academic collaborations

ILD and FLAS infrastructure and QR funding (see Section 3) supplied important financial and in-kind support for academic research collaborations, providing a vibrant (inter)disciplinary research environment. This helped us organise and host major conferences and seminars, support in securing external grants (AHRC, ESRC, NERC, Wellcome Trust). Highlights include:

- *Body Talk: Whose Language?*, 2016, 3-day international interdisciplinary conference, funded by Wellcome Trust and Association of Medical Humanities, 98 delegates (**Patterson**, convenor)
- *Connected Communities: Participatory Arts and Social Action Research*, 2017, 2-day international interdisciplinary conference funded by ESRC National Centre for Research Methods, 86 delegates (**Reynolds**, co-convenor)
- *The Values of the Ocean and Coast for Sustainable Development*, 2018, 2-day international interdisciplinary conference, funded by Marine Conservation Society, World Wide Fund for Nature (WWF), 180 delegates (**Acott** and National Maritime Museum, co-convenors)
- *Higher Vocational Education and Pedagogy*, 2013-16, 9 seminars, 2 conferences funded by ESRC, plus 3-day co-organised conference at University of Cape Town, funded by the British Education Research Association (**Jameson**, convenor)
- These events were complemented by 19 stand-alone seminars/workshops, and 8 ILD public lectures by highly regarded external speakers, initially on campus then online due to COVID-19.

National and international academic collaborations and networks

Partnerships with academics in other universities enhanced our research environment by broadening our research vision, scope, and expanding our contribution to the research base, raising our profile nationally and internationally, through 66 national and 39 international collaborations across 22 countries. UK institutions included: Universities of Bath, Cambridge, Oxford and London (including Kings College London, UCL). International collaborations included: Australian National University, Ecole Normale Supérieure (Paris), Universities of Princeton, Cape Town, and Hong Kong.

Visiting fellowships/professorships were awarded to 9 Unit members at 14 universities, 8 in UK and 6 overseas, including: **Donovan**, Department of Education, Oxford University; Research School of Social Sciences, The Australian National University; **Elliott-Cooper**, Brooklyn Institute

for Social Research, New York; **Jameson**, Lucy Cavendish College and the Faculty of Education, University of Cambridge; **McNay**, UCL Institute of Education.

We hosted 2 Visiting Fellows/Emeritus Readers and 7 Visiting Professors (see Section 2).

Academic project advisory boards: Invitations to join academic advisory project boards include **Donovan**, Oxford University Cultural Value Project (AHRC funded); **Reynolds**, Family and Community Transitions Under COVID-19, Thomas Coram Research Institute, UCL ESRC funded); **Vacchelli**, LondonMood study, Goldsmiths, University of London (funded by Richard Benjamin Trust).

Invitations to speak: we were invited to present research at 71 seminars, lectures and workshops, highlights including: **Acott**, 2016, Institute of Commonwealth Studies, University of London; **Donovan**, 2014 and 2019, Department of Education, Oxford University; 2017, WZB Berlin Social Science Centre; **Elliott-Cooper**, 2017, Department of African American Studies, Princeton; **Jameson**, 2018, Faculty of Education, Cambridge University; 2016 and 2017, New College, Oxford University.

Collaborative research grants: Since 2014, there was a marked increase in our participation in national and international consortia, funded by European and international funders (see Sections 1 and 3). 52% of research and enterprise grants were collaborative, 36% with UK HEIs and 16% with international HEIs.

Co-authored publications: Two-thirds of journal papers (63%) were co-published with other HEIs, 40% were UK collaborations including Barts and the London School of Medicine and Dentistry; Goldsmiths, University of London; Institute of Psychiatry, King's College London; London School of Economics; University of Bristol; University of Edinburgh. A quarter (23%) were co-published with international HEIs in 21 countries including Australian National University, Ecole Normale Supérieure, European University Institute, Harvard University, Trinity College Dublin, University of Cape Town, University of Delhi, University College Dublin.

Support for interdisciplinary research: As described in Sections 1 and 3, the ILD provides a vibrant environment for interdisciplinary research, and 25% of journal papers were published with co-author(s) from another discipline.

4.2 Relationships with research users, beneficiaries or audiences to develop impact

Colleagues sought to advance co-creation and sharing of applied knowledge to add to the evidence base and make a positive difference for practitioners and diverse communities locally, nationally, and internationally. We maintained long-term partnerships with practitioners, policymakers, and other research beneficiaries, enriching our research environment, keeping us up to date with grassroots concerns and emerging policy challenges. We extended our reach to include marginalised communities where our research could make the most difference, embracing co-production, participatory action research (PAR) and creative methods to empower research participants throughout the research process and beyond.

Invitations to actively engage with external organisations: 40 invitations in the UK and 15 overseas or for international organisations, including The World Bank (**Ade-Ojo**), United Nations Human Settlements Programme (UN-Habitat) (**Vacchelli**), UK Parliament (**Owusu-Kwarteng**, **Reynolds**), DEFRA (**Acott**), Department for Business, Innovation & Skills (**Jameson**), Campaign for Social Science (**Donovan**), Campaign for Broadcasting Equality (**Reynolds**) Runnymede Trust (**Reynolds**), NHS health and social care professional support group Loss and Bereavement International Network of CHAIN (Contact, Help, Advice and Information Network) (**Pentaris**). Selected collaborations with our local community include: Project lead, 'Across the Seas: In Celebration of Windrush 2020', funded by Ministry of Housing, Communities and Local Government, in collaboration with the Royal Borough of Greenwich, the National Maritime Museum (**Reynolds**); Growing Food in Schools project funded by BIG Lottery Awards, in consultation with local schools and community organisations (**Patterson**); Senior

Research Advisor, Stop and Search Metropolitan Police London SE Board (**Jameson**); Senior Research Adviser, Second Wave Youth Arts (**Jameson**).

Collaborative grants with research users: 48% of research and enterprise grants were with research users.

Co-authored journal papers: 10% of journal papers were co-authored with research users, including the National Foundation for Educational Research (UK), Cancer Council Australia, National Breast Cancer Foundation (Australia), Hungarian Academy of Sciences, and Royal Netherlands Academy of Arts and Sciences.

4.3. Engagement with diverse communities and publics through research, and impact not covered by Impact Case Studies

Co-produced research and impact

We employed a range of innovative creative methods (e.g. community voice method, forum theatre, community research cafes, walking methods, digital storytelling, photography, auto/biography) to empower marginalised communities throughout the research process and beyond, and co-create research impact.

Our engagement through research also took the form of (co-)producing artefacts, exhibitions, and toolkits for public or professional consumption:

Selected artefacts, exhibitions and performances:

- **Acott:** (Jan 2020) 'Wetlands, Wonder and Place' photo essay of wildlife of English lowland wetlands, 1-week Royal Geographical Society exhibition 'Reclaiming Wetland Values: Marsh, Mud and Wonder': <https://bit.ly/3w3c1rJ>, based on research funded by UKRI Valuing Nature programme.
- **Reynolds:** 'Let our Legacy Continue' (Caribbean Social Forum / Stephen Lawrence Gallery), used visual arts, sound, music, and words to capture stories of migration and being Caribbean, to co-produce an exhibition with the Caribbean community, <https://bit.ly/3vVX9LZ>.

Selected tools and toolkits:

- **Acott:** EU-funded GIFS (Geography of Inshore Fishing and Sustainability) Project team (Belgium, France, The Netherlands, UK) created '21st Century Catch Toolkit' for valuing economic, social, and cultural importance of inshore fishing. Potential users include local authorities, fishers' organisations, fisheries or marine planning officers, scientists, and interested community members from coastal fishing towns: <https://bit.ly/3tFi58r>.
- **Pentaris:** developed research-informed theoretical framework and training tool, Religious Literacy in Hospice Care (RLHC), adding to End of Life care research and practice. This model is taught on University courses and Hospice training programmes internationally (Australia, Cyprus, Germany, Poland, UK), informed training of social workers in England led by Local Authorities, and informed policy decisions in Cyprus' new health system introduced in July 2020.

Media and social media

We contributed to public debate through interviews/commentary via 54 appearances in traditional media and social media. 47 appearances were UK-wide, 7 were international (pan-Africa, Italy, Ukraine, USA). Notably, **Elliott-Cooper** made 33 appearances, including interviews for BBC News, Radio 4 (Today Programme, The Moral Maze), Channel 4 News, Sky News, The Guardian, providing expertise and commentary on the Black Lives Matter movement in the UK, colonialism, racism, hate crime, and policing. He was academic advisor/commentator for BBC documentary Fighting the Power: Britain After George Floyd.

Responsiveness to national priorities and initiatives: 40% of our research and enterprise grants were responsive mode.

4.4 Indicators of wider influence, contributions to and recognition by the research base

Editorial roles: Colleagues were members of 11 journal editorial boards including *British Journal of Sociology*, *City*, *International Journal of Social Research Methodology*, *Sociological Review*. **Ade-Ojo** co-edits *International Journal of Multidisciplinary Comparative Studies*, **Pentaris** edits *Greenwich Social Work Review*, **Elliott-Cooper** is Advisory Board Member *Antipode Online International*, **Vacchelli** is Associate Advisory Board Member *Sociological Research Online*. Colleagues edited 27 special journal issues contributing to expanding (inter)disciplinary understanding of: coastal communities as the missing link in marine policy (**Acott**, *Marine Policy*), measuring the public value of social sciences and humanities research in Europe (**Donovan**, *Research Evaluation*), identity politics (**Elliott-Cooper**, *Historical Materialism*), developing critical and theoretical approaches to educational technology research (**Jameson**, *British Journal of Educational Technology*), social death (**Kralova**, *Contemporary Social Science*), religious literacy in end of life care (**Pentaris**, *Religions*), migrant mothers challenging racialised citizenship (**Reynolds**, *Ethnic and Racial Studies*), migration and crisis in Europe (**Vacchelli**, *Sociology*).

Peer reviewing and participation on grant committees: Colleagues refereed across 70 journals, including leading disciplinary publications (*Antipode*; *British Journal of Educational Research*; *Marine Policy*; *Sociology*), interdisciplinary publications (*Ageing and Society*; *American Journal of Evaluation*; *BMJ Open*; *City*; *Ethnic and Racial Studies*; *Critical Social Policy*), and emerging journals in areas we regard as important for the development of knowledge (*Methodological Innovations*).

We reviewed research proposals for AHRC, ESRC, MRC, NERC; major UK research funders (Wellcome Trust, Nuffield Foundation, Joseph Rowntree Foundation); Research Councils in other countries (Australia, Ireland, Finland, South Africa); international Research Councils (European Commission, European Science Foundation); and key international research funders (Queen Elizabeth Commonwealth Scholarships, UK National Commission for UNESCO).

Acott was NERC panel member for UKRI Cross-disciplinary Mental Health Network Plus Call; **Reynolds** was AHRC panel member for UKRI COVID-19 Rolling Call, and Academic Advisor for Wellcome Trust's Ideas Hub; **Donovan** was member of AHRC Cultural Value and Amateur and Voluntary Arts Expert Panel, and Panel Review Member for The Newton Prize (UK Department for Business, Energy, and Industrial Strategy).

Academic and professional associations: Colleagues are members of 22 national, European, and international academic associations, and networks. **Acott** is elected Fellow of the Royal Geographical Society; **Ade-Ojo**, **Donovan**, **Jameson** are elected Fellows of the Royal Society for the Arts; **Jameson** is elected Fellow of the Chartered Management Institute.

Prizes and recognition: **Patterson**, runner-up National Impact Awards for Knowledge Transfer Project with Wider Horizons Trust and TSB on children's outdoor learning (2014); **Jameson's** ESRC/BIS-funded HIVE-PED Research Project won a Highly Commended UALL Runner's Up Research Award from the Universities Association for Lifelong Learning (UALL) (2015). **Donovan** (prior to joining Greenwich), Australian Research Council International Collaboration Award for research on Gendered Excellence in the Social Sciences (2016); national exhibition and lecture series, London's South Bank Centre recognised **Reynold's** contribution to HE as one of only 45 black female UK professors (2020).

Invited presentations / conferences / keynotes: Colleagues were invited to give 151 presentations for academic audiences: 74 in the UK, and 77 overseas in 33 countries. This included 18 keynote addresses at major international conferences, 62 major national and international conference papers and plenaries, and 71 research seminars, lectures, and workshops.

PGR examination: We were external examiners for 43 doctoral theses: 32 UK (including Bath, Birkbeck, Bristol, Durham, Exeter, Goldsmiths, Lancaster, Leeds, Strathclyde, Sussex, UCL), 11 international (Australia, Germany, Greece, The Netherlands, South Africa, Sweden, West Indies, USA).