Institution: Canterbury Christ Church University
Unit of Assessment: Law (18)

1. Unit context and structure, research and impact strategy

1.1 Unit context and structure

This is a first-time submission to the Law UoA with 27.7 FTE across Law (10), criminal justice (6) and policing (11.7). It builds on staff (4.0FTE) with expertise in Law and policing who were submitted to the Politics and International Relations (**P&IR**) UoA in 2014. Our considerably enhanced research position has been achieved alongside consistent growth in undergraduate and postgraduate numbers, culminating in the largest unit of assessment submission in the university, consisting of 27.7 FTE researchers.

Our submission collectively presents research in Law, policing and criminal justice. The Unit sits within the Faculty of Applied Social Science (**FASS**) in the School of Law, Policing & Social Science (**LPSS**). 26.7 from the 27.7 submitted in this unit are from the LPSS. LPSS brings together a range of research activity ranging from applied research to interdisciplinary work and supports approximately 1400 undergraduate and postgraduate students. The unit also contains the Canterbury Centre for Policing Research (**CCPR**) supporting staff, students and partners in policing research. The unit has been led by the university strategic plan for research and enterprise (2015-2022) resulting in increased research activity, outputs, income and impact since 2014 (REF5a 2.1).

1.2 Research and impact strategy

The research across the unit has a commitment to research co-creation in teaching, applied research, collaboration, internationalisation and social benefits. The unit is structured to support research contributing to development in international Law, vulnerability/risk and professionalisation/workplace transformation, while enabling new and evolving research interests (e.g. heritage). Impact from staff in the unit has been presented from these themes in four impact case studies ICS.18.01 (Police professionalisation and workforce transformation, ICS 18.02 (Developing the capacity for international investment regulation in Africa) and ICS 18.03 (Reducing the risks of legally owned and traded firearms) and ICS.04.01 (Utilising the human-canine relationship to support vulnerable people in the criminal justice system).

1.3 Strategic aims (2014)

Six strategic aims were developed when Law and policing were within the P&IR UoA in 2014, soon after these Strategic Aims (**SA**) were adopted to develop Law as a new UoA. The six strategic aims included:

SA1) To develop and enhance the research environment of the UoA through increasing internal and external engagement activities for research and knowledge exchange.
SA2) To develop and enhance staff research activity and output quality.
SA3) To double income through research and knowledge exchange to facilitate research and generate impact.
SA4) To strengthen and enhance PhD numbers to support knowledge generation and develop the research culture.
SA5) To develop and enhance research partnerships with other academic and non-academic institutions to access data and deliver research impact.

SA6) To establish a research centre in policing research.

Unit strategic plans are embedded in the University's Research and Enterprise Quality Improvement and Enhancement (**REQIE**) process through delivery of the Faculty Research and Enterprise Portfolio Plan (**FREPP**) (REF5a 2.1). The School business planning process is used to allocate research funding and distribute across the unit.

There has been a **substantial growth and improvement in quantity and quality** of research and impact, and development of a supportive and vibrant research culture around Law related subjects. The research activities in this Unit have exceeded the strategic ambitions set out in 2014.

SA1: **To develop and enhance the research environment of the UoA through increasing internal and external engagement activities for research and knowledge exchange.**
In order to develop and enhance our research environment, we invested the internal Research Enterprise Support Fund (**RESF**) to deliver 20 events supporting the production and assessment of outputs, 4 Annual Law conferences, 5 events supporting bid writing and research proposals, 10 events aimed at developing interdisciplinary collaborations, and 23 initiatives providing resourcing for staff to undertake prime research projects. This aim has also been achieved through the mentoring of staff with significant responsibility for conducting independent research (**SRIR**) the appraisal system and other support systems, including research away days, the Graduate College training sessions and funding for 9 research interns supporting research co-creation. We have had three external research reviews (since 2017), with the specific goal of aiding the development of a research culture within the unit. The Canterbury Centre for Policing Research (**CCPR**) (see SA6) has 4 visiting professors and 6 research fellows and has held 4 annual conferences. The School disseminates research newsletters containing details of events, training and research updates concerning project, income and output successes. Staff have also been involved in founding and participating in the University Interdisciplinary Research Network (**IRN**).

SA2: **To develop and enhance staff research activity and output quality.**
In REF2014, 4.0FTE staff from Law were submitted to UoA 19 P&IR contributing 12 outputs. Since 2014, over 150 publications were produced, 120 were externally reviewed in preparation for REF2021. 60 outputs were selected from 27.7FTE staff and submitted *reflecting a substantial increase* since 2014. This was achieved through targeted support available for staff aimed at encouraging research co-creation in impact and research development. An increasing number of staff became research active (reflected in the increase from 4.0FTE members of staff submitted in REF2014 to 27.7FTE in REF2021) and new staff were recruited resulting in a significant increase in research projects and outputs in the 3 key areas identified for strategic development (see 1.3).

An increase in outputs and impact was achieved through investment supporting teaching and marking cover to focus more time on research and outputs. This also involved hosting a variety of events within the university to support research and partnerships (see SA1, SA5) aimed at generating research and outputs, external conference attendance, writing retreats, and appointing visiting staff to support academic staff development for research bids and outputs. The University supported professional development of researchers through the university Supporting Progression in Academic Research Careers (**SPARC**) programme and Research and Innovation Funding Unit

(**RIFU**) guidance (REF5a 2.1, 3.2). The UoA also hosted research reviews in 2018, 2019 and 2020 involving senior external academics reviewing and providing feedback on outputs.

SA3: To double income through research and knowledge exchange to facilitate research and generate impact.

In REF 2014, the P&IR UoA recorded £296,192 income from research and knowledge exchange activities, with £23,788 income generated by Law staff submitting within the unit. Within this new UoA submission, the total income for research and knowledge exchange totals £540,910 **reflecting a 20-fold increase** in Law income. This large increase in income was achieved through supporting staff development, professional networks and encouraging collaboration (see SA1, SA4). RIFU also provided training and guidance for bid writing (including reviewing bids before submission), the University Researcher Development Programme (**RDP**) and SPARC programme (REF5a 3.2). The unit also invested in supporting staff by appointing visiting professors to mentor and advise staff on bid writing (see SA2), arranged for an external specialist on research funding applications, and supported staff to attend external bid writing workshops with experienced unit staff. Strategically accessing knowledge exchange income generated the opportunities for staff to gain access to empirical and organisation data, make recommendations for income, and develop recommendations towards impact.

SA4: To strengthen and enhance PhD numbers to support knowledge generation and develop the research culture.

There has been a significant overall growth in registered PhD students within the Law UoA comprising of students in Law, Policing & Criminal Justice from 3 (2014) to 51 (2020) increasing by an average of *8.5 students per year* and completions increasing from 1 to 7 over the same period. 22 Masters by Research (MbR) are currently engaged in study, with 9 under examination and 16 completions recorded by July 2020.

We have *substantially exceeded the strategic target*. This growth was achieved by strategically increasing undergraduate and postgraduate numbers, our research co-creation approach, appointing new research active staff, developing/supporting new and existing staff, strong recruitment from alumni students and attracting students through research interests of staff. The university introduced a 20% alumni discount for level 7 programmes, which we have promoted extensively amongst our students. The unit also launched a university instructor scheme supporting 11 candidates and recently established an annual full-time PhD bursary competition recruiting one student per year since 2019, with 2 MPhil/PhD students currently receiving the bursary. The increase in research student numbers provided greater opportunities for research active staff to engage with research activities through research degree supervision and supporting the development of students as researchers in training through the Graduate College (REF5a 3.3).

SA5: To develop and enhance research partnerships with other academic and non-academic institutions to access data and deliver research impact.

The unit established a wide range of non/academic partnerships. A scholarship was established in 2014 between CCCU and the Metropolitan Police Federation, funding 7 MSc by Research scholarship places to complete research in key areas of policing. The CCPR (see SA6) conducted key pieces of research with the Metropolitan Police Service (**MPS**) including firearms licensing (2017-2020) and police workforce transformation (2018-20) research, described in full, in the impact case studies ICS.18.01 and ICS.18.03. The MPS also awarded bursaries (2020-22) for serving MPS police officers studying UG and PGT/PGR policing programmes. Some of these officers have published with staff and presented their findings at conferences and gone on to PhD

study. CCPR staff have supported PGR students in presenting research proposals seeking to benefit Kent Police (2019 - onwards) and gain access to participants and police data for their research. Police Now have also funded research relating to direct detective entry (2019-21). The Hydra Foundation is used within the university and the Hydra Director is a visiting Professor within the CCPR. Staff in the unit have worked extensively with public sector organisations and other universities (see further details in section 4) including a prison heritage project involving the UK and international universities and using a facility dog supporting vulnerable people in criminal justice (REF3 ICS.04.01). The 3 key areas identified section 1.3 reflect staff expertise and activities involving engagement with stakeholders (e.g. government, public services and other organisations). Joint working between academic staff within the University, students and external partners was encouraged. Each of these broad areas also contain a specific case study submission (see REF3 ICS 18.01, 18.02,18.03).

SA6: To establish a research centre in policing research
To support and increase research activity, a new research centre was created, the Canterbury Centre for Policing Research (**CCPR**). CCPR specifically targeted supporting police professionalisation and enhancing policing practice through research with students, practitioners and academic staff. CCPR has attracted funding (£108,000 since its creation in 2016) from the Police Federation, the MPS, Police Now and Shepway Council, attracted research students and delivered on a range of research outputs and impact. External and internal funding supported engagement between the CCPR and the NPCC, Police Now, MPS and NCA to develop impact case studies (ICS.18.01 and 18.03). This income has contributed to the increased research activity and outputs (SA2), increasing research student recruitment (SA4) while enhancing the research environment (SA1) with a range of organisations (see SA5) allowing research access for students and staff and supporting a thriving research culture.

1.4 Research Themes 2014-2020
T1. <u>International Law</u>: brings together academics engaged with international Law in the context of international investment Law, International arbitration and mediation, International Human Rights, social-justice, minority groups and the intersection of these areas with legal education. Examples of impact include the Community Legal Companions (**CLOCK**) in Kent project that provides important community assistance to an increasing number of people who attend court without legal representation, workshops with members of indigenous groups (the Uyghurs, the Kachin, the Rohingya, the Tibetans and Sentilese) collaboration with the Common Good Foundation presented at the United Nations Human Rights Council (**HRC**) in Geneva, as well as investment policy reviews in the East African region.
(Millns, Mortimer, Nananyakara, Nyombi, Onyejekwe, Ramsunder, Siliafis, Waters and Zhang).

T2. <u>Vulnerability:</u> this theme delivers a range of research focusing on the identification of risk and vulnerability in relation to organisational responses to particular groups. Examples of impact include the identification and development of risk management tools (see REF3 ICS18.03), exploring the international legal landscape for end of life interventions, improved victim support through human-canine relationships and identifying weakness in responses to child sexual exploitation and prisoner heritage/narratives.
(Brown, Bryant, Dickens, Graca, Hardes, Massey, Mozova, Spalding and Tennant).

T3. <u>**Police Professionalisation and Workforce Transformation:**</u> this theme brings colleagues together and different strands of research that contribute to improvement to policing practice, police education, the response to the College of Policing professionalisation agenda and workforce transformation. Examples of impact include: improving access to police education for serving officers the development of guidelines of Recognition of Prior Learning and Experience (**RPEL**), providing independent analysis informing Police Federation responses to the College of Policing Police Education Qualification Framework (**PEQF**) and enhancing detective training delivery and reducing candidates attrition.

(Barrowcliffe, Hallenberg, Lydon, Norman, O'Neill, Stephens, Tong, Vera-Stimpson, Williams and Wood).

1.5 Open Access, Research integrity and Governance:

The unit has research leads across Law, criminology, policing and forensic investigation. Awareness of research developments and updates through a research representative in each discipline encourages research integrity and awareness across the unit. These channels of communication help to disseminate professional development opportunities and updates in relation to research. All research projects within the unit are subject to a risk, health and safety assessment by the School Research Director before submission to the Faculty Ethics Panel (**FEP**) via Research Space (online research tool) ensures all research projects complete the appropriate steps before ethical approval is granted. **Hardes** is a member of the FEP. All empirical research proposals undergo a process of peer scrutiny before submission to the FEP for approval. All staff and research students receive ethics training, and PGR ethics applications must be supported by the supervisor.

The Research Enterprise and Support Fund (**RESF**) funds are allocated to projects (2014-2020) through an open bidding process with clear criteria published to all staff. All decisions on internal funding are made by a reviewing panel comprising research leads and chaired by the School Research Director. The Individual Research Plan (**IRP**) process outlined below (see section 2.2) sets clear expectations for researchers and aligns individual research activity with the Unit's strategic objectives. The unit is committed to the principles of openness and transparency, we encourage an open access research environment. All staff and research students are expected to upload published outputs to Research Space, CCCU's institutional repository. The University encourages green open access publication and directs funding to support Open Access (REF5a 2.3).

1.6 Future Strategic Aims (FSA) for Research and Impact

The future research aims seek to consolidate progress by further developing research culture and developing interdisciplinarity. The strategic aims will focus on enhancing the quality of outputs and impact within the unit. It will also maintain access to research activity for ECR and support researchers as they move from ECR status to more experienced research leaders. RESF resources will be aimed at supporting small scale research to provide research development opportunities, writing time to develop research outputs, promoting research engagement events with public, communities and professions. The promotion and support for research degrees related to staff areas of expertise and pathways to student progression to research degrees.

For the post-2021 cycle, we have identified objectives for strategic development for the unit:

FSA1 Consolidating quality of outputs and impact through enhanced development of staff;

Provide additional resource for mentoring and research time for staff to consolidate and enhance output quality. Develop staff previously supported as ECRs, to take on additional research responsibility and supervision of new ECR researchers. All ECRs to be provided with a designated mentor to develop their research skills. Support research leaders through internal and external professional development activities to mentor and support mid-career researchers.

FSA2 Develop interdisciplinary projects;
The university has invested in the new £65m Verena Holmes Building (with Hydra, laboratory and engineering facilities) which provide additional facilities (REF5a 4.2) for interdisciplinary working. Opportunities for engaging with interdisciplinary research projects, for example, (1) Policing 4.0, and exploring technological impact on criminal justice through social sciences and computing/engineering to support internal and external interdisciplinary working with public services and other universities. (2) Crisis response research through Hydra working in partnership with other public services and discipline build on existing interdisciplinary working.

FSA3 Enhance PGR student numbers and increase PhD completions from 7 to 40;
Maintain staff research activities and prioritise support for existing PhD students. Demand for PhD places is increasing, but recruitment will be carefully controlled to avoid going beyond capacity. This will mean careful selection of new students whilst enhancing activities for current students in the form of support for conferences and outputs.

FSA4 Increase external research and knowledge exchange income for the unit by 25%;
This will be achieved through providing additional support for bid writing and development, providing internal support through RIFU (REF5a 2.1), mentoring, external professional development activities, and supporting staff with additional time. The aim will be to increase the number of experienced and skilled bid writers within the unit, so they are able to support and review staff with less experience and increase capacity in bid writing within the unit.

FSA5 Increase the number of collaborations with universities and non-academic partners.
University investment in Hydra will provide the unit with the opportunity to work in collaboration with public services and universities. Established networks through the Police Education Consortium delivering police training to Surrey, Sussex and Hampshire Police and the network of Hydra users, allows opportunity for further collaboration. Plans to introduce university instructors studying PhDs and the development of crisis response research through Hydra will provide a platform for engagement between partners. Prioritising exiting relationships with courts, police and other public services.

2. People

2.1 Staffing strategy
The staffing strategy within the unit is to develop staff as both excellent teachers and researchers, and to support and facilitate career progression. All academics in the Unit have 0.20 FTE built into their workload to facilitate research, enterprise and/or scholarship of practice activity. All academic staff, apart from research assistants, have teaching and research contracts. They have significant responsibility for independent research and are expected to produce outputs that can be submitted to REF, in addition to seeking external funding. When external income is secured there are processes to back-fill time to release staff to deliver the research (REF5a).

The Unit has grown significantly since REF2014 with new staff appointments, promotions and University Instructor posts created, with 4 university instructors becoming full-time academics in the School. The Unit also committed to recruiting and developing the capabilities of ECRs. Staff appointments have been possible by growing numbers of undergraduate and postgraduate students. **Bryant** (1995), **Mortimer** (2015), **Nyombi** (2016), **Tong** (2002) and **Wood** (1995) have contributed to leading the development of research within the unit and to pursue a submission to the Law UoA. Staff appointed as ECRs and developed research activities after appointment within the unit include: **Hallenberg** (2012), **Hardes** (2014), **Massey** (2010), **Mozova** (2015), **Nanayakkara** (2012), **Norman** (2014), **O'Neill** (2014), **Onyejekwe** (2017), **Ramsundar** (2018), **Siliafis** (2013), **Tennant** (2013), **Williams** (2011) and **Zhang** (2017). Their research on the international Law, policing, criminal justice and vulnerability has influenced the development of a new LLM, an MSc in Applied Policing Practice and the Masters by Research and PhD programmes thus expanding the Unit's post-graduate programmes and enabling ECRs to gain experience of post-graduate teaching and supervision. Similarly, the CCPR (SA6) was introduced to support staff, student and partner research (SA5), increased income (SA3) quality of outputs (SA2), improve research environment (SA1) research impact and supervision.

2.2. Staff Development
The strategy to develop research capability of all staff in this UoA is managed through the annual appraisal system, at which the IRP is reviewed. Through this process, workload is allocated and managed, with designated time for research or scholarship of practice activity. Additional research time is enabled through a combination of internal funding, and advance workload profiling through the IRP process, to enable staff members to devote a semester to their research, including part-time and those returning to work.

Our staff development strategy is underpinned by the IRP which is reviewed and updated during the ongoing appraisal cycle. Within the IRP, staff are encouraged to consider both their long-term and short-term goals aligned with the UoA and institutional aims and objectives for the next academic year in regard to publishing, optimising impact, seeking funding and building collaborations. Staff discuss their support and training needs with the outcomes across the IRPs collated to provide a profile of the Unit, monitor progress, and feed into the School, Faculty, then Institutional FREPP process (REF5a 2.1). As a result, twenty (20) staff within this Unit received internal funding during this REF cycle, ranging from financial support for hosting seminars, exhibits and conferences, supporting employment of interns, transcribing, analysis, reviews, writing retreats and supporting interdisciplinary research. Marking and teaching cover, conference and writing retreats were also provided leading to approximately 25 outputs and benefiting all our staff who took part. Training needs are also collated and where a collective need is identified, this is communicated at School level and sometimes addressed at Faculty level.

Staff have also taken the opportunities offered at the intuitional level to both attend the Aurora programme (Advance HE's leadership development initiative for women). All ECRs are encouraged through the IRP process to have research mentors, and provision has been made for ECR monthly workshops to provide additional support devoted to their needs. Institutional support also includes the SPARC programme (REF5a 2.1) for early career researchers, which has been completed by 6 of our staff so far (SA1), largely due to its alignment with career development. The School Research Committee works closely with external critical friends, enabling the unit to work strategically to enhance research outputs and impact (SA1). For example, external reviewers have included 12 senior academics external to the university. Each member of staff received

individualised feedback on their outputs relating to strengths, weaknesses and areas of improvement (SA1). Similarly, the CCPR has an advisory group made of external professionals and academics (SA5). As a result of both internal and external initiatives, 27 staff are being submitted from the School in this REF cycle as opposed to 5 (4.0) in REF2014.

These development initiatives are a clear and transparent annual process to support academic promotions. The unit contains 2.7 FTEs at Professor and 1.0 FTE at Reader. The promotions/appointments within the Unit to specific research roles include promotion to Professor for **Bryant** (2013) currently part-time, **Tong** (2019) and **Millns** appointed in (2019); **Nyombi** promoted to Reader (2017), and 11 members of staff promoted to Senior Lecturer. Our future strategy will be to consolidate the substantial growth, to develop and enhance exiting research expertise while focusing on quality and the production impactful research (see section 1.3).

2.3 Support for training and supervision of PGR students

The Unit has delivered significant growth in registered PhD students from 3 (2014) to 51 (2020) and completions increasing from 1 to 7 over the same period. Similarly, 22 Masters by Research (MbR) are currently engaged in study, 9 under examination and a further 16 completions have been recorded as of July 2020 (SA3). Furthermore, since 2014, this Unit has introduced 9 University Instructors (**UI**) who are part-time PhD students as well as working 0.5FTE supporting teaching in the Unit. UIs play a unique role in the Unit and have access to both the research development opportunities available to PGR students, as well as the staff development opportunities available to academic staff.

The Unit receives on average 20 strong research degree enquiries every year. Many of these enquiries are from international self-funding applicants supported by their national governments or employers, primarily from Africa and Asia. They are attracted to our school due to our research expertise on those regions and the creation of research clusters including international Law, police practice, risk and vulnerability tackling contemporary issues such as minority rights, as reflected in our impact case studies. For example, we have one current PhD student who received funding from the Nigerian Human Rights Commission to support her doctoral studies at CCCU. To further strengthen our PGR community, there is an annual competitive cycle within the School, where a fully funded scholarship is advertised and candidates are eligible to apply for three years' full funding (fees/maintenance). During this REF cycle, 2 doctoral students are in receipt of full university scholarships (SA3).

To support student development, PGR students receive extensive research training as part of their programme consisting of formal teaching sessions, seminars, writing retreats and research groups. All PGR students also have access to the Graduate College's Researcher Development Programme (**RDP**) based on the Vitae Researcher Development Framework (REF5a 3.3) including writing boot camps, writing workshops and the highly popular PhD Law research away day. Such research training events are made available on the virtual learning environment Blackboard to which all PGR students have access, and PGR progression and support is managed through Research Space. All students registered for a Masters by Research or doctorate undergo a yearly personal training needs analysis and development plan through the Graduate College, reflecting on current skills, gaps in knowledge, and plan areas for future development in discussion with their supervisory panel. The introduction of external advisors to PhD panels including 9 visiting professors and industry experts has helped to enhance the quality of our postgraduate research and researcher development.

Research students within the Unit are offered opportunities to present and publish research associated with their doctoral research alongside staff and external academic speakers. For example, at the 2016 internal Law Conference titled 'Rebalancing International Investment Agreements in Favour of Host States', 9 research students presented papers alongside senior academics and practitioners (SA4). Subsequently, these students were given the opportunity to publish book chapters in "Rebalancing International Investment Agreements in Favour of Host States" (Wildy, Simmonds & Hill Publishing, 2018) led by Nyombi and Mortimer who were commissioned as editors by the publisher (SA1). The book includes chapters from 4 CCCU research students, 5 academic staff members and 4 external academics and practitioners.

Research students within the Unit are prepared for their postdoctoral careers by being actively mentored to address conferences and research seminars at other institutions both nationally and internationally. During this research cycle, research students delivered papers at conferences held at the Universities of Kent, Durham, Cambridge, Harvard, Nairobi, Lagos and institutions such as the British Society of Criminology, Metropolitan Police Service and Kent Police, among others. To facilitate this, our research students are able to apply to the School's research fund. There is also an active Student Union, the Law Society, attracting both PGT and UG students. PGR representatives attend the Faculty Board and the Faculty Research and Enterprise Committees, and regularly join joint task groups with staff. As a result of these PGR development initiatives, eleven research students with publications have taken up lectureships or part-time roles in HE.

All PGR students have access to the Researcher Development Programme (RDP) based on the Vitae Researcher Development Framework (REF5a 3.3). Such research training events are captured digitally through our 'ReCap' technology and made available on the virtual learning environment Blackboard to which all PGR students have access. PGR progression and support is managed through Research Space described in REF5a 3.3, and further formal and informal support is provided through the PGR Association as described in REF5a 3.3.

To ensure effective supervision of research, the Graduate College sets clear criteria by which supervisors may be designated PhD supervisors at either 'accredited' or 'experienced' level, dependent on previous experience and completions of supervised PhDs. Potential Unit supervisors are encouraged to apply through this system and once eligible apply to become an experienced supervisor, allowing them to become the lead supervisor for a PhD. This is monitored through the IRPs. The increase from 1 'experienced' and 6 'new' supervisors in 2014 to 9 'experienced' and 17 'new' supervisors by 2020, reflects the growth in the PGR community and serves the Unit's objective of increasing supervisory capacity. To ensure continuous development, all supervisors are encouraged to access the Graduate College University Supervisor Training and Development Programme.

2.4 Equality and diversity

The Law Unit adheres to the University's Equality, Diversity and Inclusion Policy in recruiting and supporting all staff and research students. A School representative sits on the Faculty of Applied Social Sciences' Equality and Diversity Committee. For the purposes of REF, Stage 1 of the institutional Equality Impact Assessment (EIA) as described in our REF Code of Practice has been completed and is fully reported in section REF5a 3.4. The gender distribution of eligible staff in 2020 improved significantly to nearly an equal distribution (Male 53.2%, Female 46.8%) of 111 staff submitted to a UoA in the Faculty. Of these, 99 (89.2%) are full-time and 12 (10.8%) part-

time. Institutionally, although the pool of eligible staff is predominantly White staff (at 77% White and 17% BAME) our BAME staff are much more likely to be submitted to the REF2021 than our White staff (rate of SRIR at 46% and 27.1% respectively). Furthermore, for BAME staff, the rate of inclusion since 2014 has increased by 34%. The rate of inclusion of disabled staff compared to non-disabled staff is roughly similar (29.5% and 30.6% respectively) and has improved by 11% since 2014.

In recognition of the gender issues within the Unit, the School of Law, Policing & Social Sciences led by the Head of School, is seeking Athena Swan Bronze accreditation, reflecting the School's commitment to achieving gender equality. Staff from the Unit continue to play an active part in the School's application, delayed due to Covid19, but team meetings are ongoing, and the School remains on track to submit for accreditation in 2021. Nonetheless, with 53.2% male and 46.8% Female, the unit has an almost even gender balance. To strengthen equality, diversity and inclusion within the Unit, all staff involved in the recruitment panels for colleagues and research students have received University training in equal opportunities, diversity and inclusion, unconscious bias, as have all staff with line management, appraisal and supervisory responsibilities.

BAME characteristics are underrepresented within the staff groups in this unit, which is consistent with the national profile. However, a number of significant actions have been instituted to address this issue, including staff training on unconscious bias and de-colonising the curriculum; the latter reflected in our research and impact on the East African community. To ensure transparency and inclusion, the criteria and process for inclusion in REF was made transparent to staff through staff forums, individual management meetings, and dissemination of written material. Positioning REF as a developmental process was made explicit within the UoA's terms of reference through the external review of all publications and providing feedback on ratings of outputs. The internal review process, REF auditing of outputs and training on writing for REF, was credited by staff in this Unit for the improved quality of outputs, and these processes will be maintained post REF2021 as part of our future strategy (FSA1).

Finally, the Unit's approach to equality, diversity and inclusion has ensured that career pathways for fixed-term staff mirror those of full-time staff. During this REF cycle, 4 University Instructors were made permanent. The School also adheres closely to University policy on helping staff who have returned from long-term illness, via meetings, Occupational Health assessments, phased returns to work and reduced teaching, research and administrative workloads. Similarly, there is an explicit commitment to flexible working within the School once staff have a minimum of 26 weeks' continuous service, in line with University policy. During this REF cycle, 3 members of staff completed PhDs while in employment in the School, a further 4 are currently studying for a PhD.

3. Income, infrastructure and facilities

3.1 Income
Significant advances have been made since the last REF cycle which have enabled Law to give more emphasis to research, underpinned by the Unit's Strategic Research Plan (2014-2022) and submit for the first time to UoA18. The overall income over the 6-year REF cycle period is over £540,910, averaging an annual income of £90.2k (previous REF period total income £23,788, average £2,964). This represents a total of 13 projects, with the following spread of size of award.

Unit 18 income 2014-2020

Income range	£0- £10k	10+- £20k	£20+ - £25k	£25+ - £90k	£90k+ - £100k	£100k+ - £150k
No. of awards	5	5	0	4	0	1

In terms of source of income 75% has come from EU government bodies, 9% from UK Central Government/Local Authorities charities, and 16% from other sources. The staff who generated this income represent 25% (7/28) of those designated as SRIR. This income generation has grown in strength, now with a well-established strategic direction in relation to research, and demonstrated value for money in terms of the impact and research outputs generated from limited external income.

The strategy to distribute internal RESF funding (REF5a 4.2) largely originated from Politics and International Relations previous submission to UoA19, to support our four strategic aims (SA1, 2, 4 and 5). Specifically, for SA1 to increase the number of *research active staff* our strategies of using workload profiling to release research time, making research resources available to staff, developing staff skills and providing support to research bids, has been very successful in achieving SA3 *double the amount of Income*. We operationalised these strategies by:

a) Employing one Research Assistant in the School, to support staff in relation to advancing their research. This resource supports projects which might lead to external funding and to assist in promoting and gathering impact for ongoing projects.

b) Creating a 'Seed Fund' for staff to initiate unfunded research and support staff to produce outputs; from 2015-2020 9 awards have been made to 9 staff totalling £28,231. As a direct consequence of the seed fund there has been a good return on investment, £110,000 of external income has been attracted, and with additional RESF resource supporting output development, 40 published papers were generated, another 7 in preparation, and 35 conference presentations delivered.

c) Establishing a research fund available to support research in the enhancement of the environment through running events aimed at engagement and dissemination with networks to benefit the entire unit (see SA1). An investment of £80,548 was made over a 5-year period from 2015. This fund facilitated staff engagement in a wide range of activities from seminars to conferences, working with other academics, students and external partners in actively disseminating knowledge to academic, professional and public audiences.

The outcome of these strategies was a total 24 bids involving 13 members of the Unit being submitted for external funding from 2014-2020. Of these 13 (54.2%) have been successful totalling £540,910 of external income. Our strong links with public services is demonstrated by 58.3% of our total bidding activity (including invitations to tender). For example:

i. **Bryant** – (2014-2016) Investigating the efficiency and effectiveness of 24/7 Point of Contact International Co-operation in response to Cybercrime. Funded through the European Commission (330,000Euro).

ii. **Tong and O'Neill** – (2018-2020) Detective Constable Pathway (Metropolitan Police Service - MPS) research examined the experiences of graduate direct entry detectives

from training through to qualification and the contribution of learning and development in becoming a substantive detective. Funded through the MPS (£50,000).

iii. **Williams** – (2016-2017) Development of information, guidance and recommendations for forces and individuals for the accreditation of existing officers prior learning and experience. Funded by the College of Policing (£26,000).

Funders include the Police Federation (£12,000), Police Now (£12,000), Shepway Council (£17,000) for work relating to CSE research, Solalina Investment Limited (£4,000), Society for Legal Scholars (£1,200), the Inner Temple (£900), Historic England and Facility dogs funding to enhance support vulnerable victims (£32,000).

3.2 Infra-structure and Facilities

A Research Director has been appointed who is responsible for facilitating and monitoring research activity within the team. This involves research leads in each discipline coming together for School Research Committee Meetings where strategy is discussed, internal funding applications are reviewed, and research degree student recruitment is co-ordinated. The Research Director oversees PhD and MSc by Research applications, identifying and helping to secure resources for staff development from RESF funding, providing advice and enabling peer review for funding bids, and monitoring research activity. The Research Director works closely with the Faculty Research Director and sit on the Faculty Research and Enterprise Committee.

Part of the responsibilities of each Research Director is to manage and advise on the resources required to support the research of the unit and the PGR community. The existing resources available on the Canterbury campus includes the Hydra Suite, Courtroom facilities, Forensic laboratory, crime scene facilities and the Graduate College study areas. Research software availability includes Nvivo, SPSS and Online surveys. Research across the unit is supported by one research assistant and the forensic laboratory is supported by a technician.

Law has access to the Mabb Lovell Court Room, the original Court attached to the neighbouring prison, which has now been refurbished to resemble an actual Court allowing life-like simulations. Law also accesses the Hydra Suite, managed by LPSS, allowing simulations of policing and criminal proceedings to be run. Both resources have encouraged interdisciplinary research between UoA4 and 18. Another unique resource supporting this research theme is Oliver, Europe's first Justice Facility dog. Oliver is the only Assistance Dogs International (**ADI**) accredited facility dog worldwide to be placed in a University for research purposes. Oliver, his transport from the USA, the training of the CCCU researchers and the dog's upkeep have been funded by Duo Dogs International (St Louis, Missouri) (£30,000). Oliver's key role is to provide support to vulnerable people within the criminal justice system, which has provided a unique opportunity to investigate innovative interventions in this area. More details about the project can be seen in the case study submitted by UoA 4 (REF3 ICS.04.01).

The capacity of the Unit to deliver the research strategy have been further enhanced by two significant physical infra-structure developments. The University has invested in the development of a new £65m specialist STEM building, opened early 2021 (REF5a4.2) which accommodates a new Hydra Suite and a custody facility in addition to Psychology labs. This allows additional space for more specialist research equipment to be accommodated and available for day-to-day use. The five observation labs have new state-of-the-art integrated audio-visual recording equipment. This will allow capacity to carry out observational and experimental work in future. For example,

the additional observation rooms will allow us to have a dedicated room setup for simultaneous studies including major incidents or interviews in an investigative context (e.g., suspect/victim/witness interviews).

The new building will also house a large, flexible teaching space with 120 computers. Room dividers will allow this space to be configured for four groups of 30 or as one large space. This represents an increase in our current computing facility, enabling innovative teaching practices as well as large scale data collection and co-production (e.g., using Online Survey). The building will provide our postgraduate students with access to dedicated social learning spaces, and a state-of-the-art collaborative 120-seater lecture theatre. Inter-disciplinary working has been designed into the functionality of the building by ensuring there is a balance of shared and disciplinary-specific space. To integrate research into teaching many of the facilities will service the dual purpose and PGRs students have access to all research areas. The building will also act as a public showcase for our research, with a lively events calendar planned, engaging the general public, public services, industry and the third sector. This is in addition to staff and post-graduate researcher access to the Augustine House learning and resources centre. This £23m centre opened in 2009 and has extensive facilities for researchers and PhD students.

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

4.1 Partnerships, networks and end-user engagement

As a result of our activities, the Unit has developed strong links locally, regionally and internationally with national and supranational organisations, public and private sector and professional bodies. We have built partnerships to engage in collaborative research, attract external funding and develop research capacity within and beyond the institution. The Unit has had research projects with a range of organisations (SA5) including; Intergovernmental Authority on Development (**IGAD**), the Common Good Foundation, the East African Community (**EAC**), the Arbitration Fund for African Students (**AFAS**), College of Policing, Metropolitan Police Service (**MPS**), Police Federation of England and Wales (**PFEW**) and Kent Police. Our research impact stretches beyond local, domestic and regional borders onto the international sphere, particularly to the United Nations bodies such as the International Committee for Indigenous peoples in the Americas (**INCOMIDIOS**) and the United Nations Commission on International Trade Law (**UNCITRAL**).

This engagement has been achieved through a range of research projects beyond the examples selected for the impact case studies (SA1, SA2, SA5). Since 2014, academics under this Unit have collaborated and contributed to research on three themes: International Law, Police Professionalisation and Workforce Transformation and Risk and Vulnerability, and other themes that are also supported but in earlier stages of development. For example, **Waters'** work around clinical legal education stems from the Community Legal Companions (CLOCK) in Kent project and the ongoing work of the School's Mediation Clinic, has led to collaborations with academic institutions both locally and regionally including the University of Brighton and University of Sussex. His research and Community Based Social Justice Projects have informed the establishment of similar clinical legal education initiatives in the UK and around the world e.g. University of Pennsylvania's Mediation Clinic, influenced mediation practice through underpinning training programmes delivered locally and nationally and aided court service users regionally to navigate the complexities of the civil justice system.

Research within the Unit has also brought together collaborations between national and international stakeholders. For example, **Ramsundar's** research on the application of Economic, Social and Cultural rights (ECSR) to indigenous groups in Asia involves collaborations with the representatives of the Rohinga, Uighur, Kachin, Tibetan and Sentinelese groups, the Common Good Foundation and a slew of international Law practitioners. Research deriving from this collaborative work has been presented at various organisations of the United Nations, in particular, the United Nations Human Rights Council (**HRC**) and helped to highlight human rights abuses suffered by indigenous groups as well as the important role of supranational bodies such as the INCOMIDIOS as a mediator in these issues.

The research in this Unit, and the collaborations it has built, have resulted in improvements in service delivery and institutional practice, which has had a direct impact on the efficacy and user experience. For example, the work of the Canterbury Centre for Policing Research (CCPR) through the contribution of academics such as **Bryant, Hallenberg, Norman, O'Neill**, **Tong, Williams** and **Wood,** has led to a better understanding of the perceptions and impact of police professionalisation and workforce transformation policy in England and Wales. The CCPR received external funding from Police Federation of England and Wales (**PFEW**) and its research concluded that the Direct Entry (**DE**) schemes for Superintendent and Inspector ranks may risk undermining the professionalization agenda. Furthermore, both the Advanced Detective training (**ADT**) research and MPS Detective Constable Pathway (**DCP**) research by **O'Neill** and **Tong** led to recommendations aimed at supporting effective recruitment, reducing attrition and enhancing training. Similarly, **Bryant** conducted research through the CCPR relating to risk of firearm ownership and concluded with recommendations on how the regulatory framework and police force decision-making in the MPS might be further developed focusing on 'warnings and indicators'. This impact on service delivery and institutional practice is documented further in the impact case studies.

The Unit has sought to maximise the impact of research by placing the service user as central to the research process. To put this into practice, the annual internal law and policing conferences were established to ensure our research is relevant and impactful to users and beneficiaries. All staff and research students are expected to utilise this platform early on in their research design and planning. The conferences have led to significant impacts e.g. **Mozova** and colleagues in the Psychology Psychiatry, and Neuroscience UoA, research into facility dog focus (REF3 ICS.04.01) has resulted in several publications and collaborative projects involving national and supra national organisations.

We have engaged with and influenced organisations through translational research which has an end-point impact on diverse communities around the world (SA5). An example of this is the international research of **Nyombi** on international investment policy in East African region. This involves active collaboration with the IGAD, EAC and government bodies such as the Uganda Ministry of Health and Uganda Investment Authority. **Nyombi's** work contributed to the development of several important Laws including the Human Organ Donation and Tissue Transplant Bill 2020 aimed at providing legal protection against human rights abuse through illegal organ harvesting and trafficking. In recognition of his significant contribution, he was nominated to represent the Republic of Uganda in the EAC Investment Policy negotiations and the EAC at the UNCITRAL. Linked to this work are externally funded projects with Solalina Investment Limited examining the level of protection afforded to foreign investors in selected African countries.

Our strategic focus on applied research that improves lives and generates social transformation has also led to research focussed on contemporary and impactful issues (SA1, SA2, SA5). Other contemporary examples aimed towards improving lives and social transformation include Nanayakkara's work on Special Education Needs and Disability (**SEND**) as a vehicle for a Law information centre and a pro-bono legal advisory clinic and **Zhang's** research on corporate restructuring in selected Asian Countries which has led to collaborations with government agencies in China, aimed at informing the development of modern insolvency practices. Similarly, the work of **Nyombi**, Chairperson of the Arbitration Fund for African Students (**AFAS**) has had direct impact on Arbitration education in Africa through funding for key events such as the Willem C. Vis International Commercial Arbitration Moot in Vienna and improving legal relations and jurisprudence in Africa between English speaking and francophone countries through the provision of case translations. **Mozova** and Spruin's (REF3 ICS.04.01) research for Justice Support Dogs International (JSDI) and their work with national and international criminal justice services to support vulnerable people has impacted significantly on end users of these services, as well as those delivering the services. Collaborations have occurred with UK Witness Services, Medway Magistrates, Kent, Nottingham, Derbyshire and Sussex Police, Kent Social Services, the Police and Crime Commissioner and High Sheriff of Kent and, internationally with the Royal Canadian Mounted Police (Canada), Courthouse Dog Foundation and Duo Dogs (USA).

4.2 Academic collaborations
Members of the Unit are actively engaged in a wide-range of national and international collaborations (SA1, SA5) with world-leading researchers, communities and networks in Higher Education. The following are examples of collaborations which have led to successful grant awards and/or publications, and include work in a wide range of areas including impact case studies (REF3 ICS18.01; 18.02, 18.03 and 04.01), examples include: clinical legal education (**Waters**: Kent, Sussex, Brighton, Keele, Leeds Beckett & University of Pennsylvania); the application of Economic, Social and Cultural rights (ECSR) to indigenous groups in Asia (**Ramsundar**: Queen Mary, KCL & Bedfordshire); and Prison Heritage interdisciplinary research (**Tennant:** University of Liverpool, Leeds Beckett University, University of Hull, Open University, Nottingham Trent University, Ton Duc Thang University - Vietnam, University Paris Ouest Nanterre La Défense). There are many more examples from staff providing a wide network of expertise and collaboration including a total of 14 overseas universities and 29 from the UK.

4.3 Wider contribution to the discipline
Across the Unit, staff make a significant contribution to the wider discipline in a number of ways. Several staff contribute expertise (SA2) to national and supranational organisations, including the International Institute for Sustainable Development (**Nyombi**), the International Committee for Indigenous peoples in the Americas (**Ramsundar**), European Police Research Institutes Collaboration (**Tong**); European Union Agency for Law Enforcement Training (**Tong**), Executive Board for the Society of Evidence Based Policing and College of Policing Professional Board (**Williams**), Rubicon (Trustee, **O'Neill**). **Bryant** has been involved with Kent Police as a lay member for the Public Order Policing Board (2016 -2019), the Strategic Policing Requirement Board (current) and Chair of External Ethics Board (current), Chair of the Estonian Quality Agency for Higher and Vocational Education assessment committee, the United Nations Office on Drugs and Crime (2017) and Chair of international evaluators for the Belgian Science Policy Office for proposals to the BRAIN-be Belgian Research Action through Interdisciplinary Networks (2019).

Unit staff have also taught and taken up visiting positions in academic institutions around the world (SA1, SA2, SA5) including: **Williams** Senior Research Fellow East Midlands Police Academic Collaboration (**EMPAC**), **Nyombi** (Visiting Professor Makerere University & University of Juba) and **Tong** (visiting Professor Charles Stuart University; Visiting Senior Fellow, Anglia Ruskin University), **Vera-Stimpson** (Visiting Research Fellow, University of Kent) and **Millns** (Visiting Professor at Université Paris Descartes, Université Lille II). The expert standing of staff is also recognised through approximately 20 networks, societies and professional bodies from the Law Society of England & Wales, British Psychology Society and the Society of Criminology.

Unit staff recognise the important contribution they can make to the research process through peer reviewing and membership of editorial boards and have peer-reviewed articles for over 50 journals (SA1, SA2) ranging from Policing & Society, Australian and New Zealand Journal of Criminology, The Police Journal and Journal of Sexual Aggression, Sport, Ethics & Philosophy Education, Citizenship and Social Justice, the International Company and Commercial Law Review and the Journal of Legal Studies.

Unit staff (SA2) have served on editorial boards including: Police Journal (**Bryant, Tong**), Journal of Criminological Research, Policy and Practice (**O'Neill**), Cogent: Law, Crime, Justice & Society (**Tong**), Frontiers in Sport, Leisure and Tourism (**Hardes**), The Law Teacher (**Waters**; also the Learning Resources Editor for the Journal) Policy Press, Key Themes in Policing - book series (**Tong**). Staff are also called upon to review grant applications and awards for example, **Millns** Research Council membership - Member of Arts & Humanities Research Council (AHRC) Peer Review College; **Tong**, Scottish Institute for Policing Research (SIPR) and British Academy.

The national and international standing of staff is also regularly drawn upon to act as external PhD examiners (SA2), both in the UK, for example **Nyombi** (Hertfordshire, Cardiff Metropolitan, Bradford, Huddersfield); **Tong** (Leeds, Surrey, Portsmouth, UCL, South Wales, Durham, Huddersfield, Middlesex); **Bryant** (Ulster, Durham, Huddersfield); **O'Neill** (University of Central Lancashire, Anglia Ruskin), **Wood** (Anglia Ruskin).

Dissemination of research findings (SA5) both within the academic community and to end-users plays a central role in our research activities, and our researchers are regularly invited to present keynote addresses or invited to present their research both to subject specific international e.g. **Millns** 'Human Rights in Europe' Sussex European Movement May 2016, **Nyombi**, SOAS Arbitration in Africa Conferences Egypt 2016 and Tanzania 2019 and also interdisciplinary/practice conferences.

Members of the Unit have also organised and hosted seminars and conferences (SA1) including: The Annual Law Conference, hosted at CCCU since 2017 (**Nyombi & Ramsundar**); the CCPR conference, Firearms conference hosted at CCCU since 2016 (**Bryant, Graca, Hallenberg, Massey, Tong and Williams**). A joint seminar series (**Tong, Williams**) on policing between the CCPR and University of College London (2019-20 and 2020-2021).

Innovative ways of engaging the public (SA1, SA5) in research outcomes is encouraged including support for the blog 'Policing and Criminal Justice' in operation since 2014 providing blogs led by **Williams** primarily on policing authored by staff, students and guest bloggers receiving over 65,000 views. The CCPR (SA6) has established a presence on Twitter with over 3100 followers. **Williams** has been involved with the creation of WeCops (a Twitter discussion forum for policing)

hosting events through twitter a recent chat on diversity and recruitment in policing chat attracted significant contributions and debate trending on Twitter at number 7 and reaching almost **2.9 million users.** Finally, the excellence of some research contributions has been recognised through prestigious awards and prizes (SA2) including: **Waters.** the BIALL Legal Journals Award 2015, **Hardes** Theoretical Criminology Journal best article 2020, **Wood** British Society of Criminology (BSC) Policing Network Annual Prize – Sole authored.