

<b>Institution:</b> University of Kent
<b>Unit of Assessment:</b> 20: Social Work and Social Policy
<p><b>Section 1 Unit context and structure, research and impact strategy</b></p> <p><b>a. Context and Structure</b></p> <p>The School of Social Policy, Sociology and Social Research (SSPSSR) at the University of Kent is one of the largest units of its type in the UK. Our research is characterised by its scale, diversity, international character, policy relevance, flexibility, capacity for innovation, and theoretical depth. It is underpinned by a broad and expanding range of methodological expertise, and by engagement across the full range of stakeholders and the public. The Category A staff FTE submitted rose from 56 to 61 between RAE2008 and REF2014, and has continued to rise in step with the School's research income, which was one of the largest in the sub-panel in both previous exercises. The School took the opportunity to expand public health and health services research during the REF2021 period, following the University's decision to pursue a Medical School bid, and did so with signal success. Accordingly, we are submitting 67.4 FTE to UoA20, with £17.3 million of associated research income, and an additional 16.65 FTE to UoA2, with £7.8 million in research income. The continuing vigour of our research in Social Work and Social Policy is demonstrated by the fact that the UoA20 submission alone is substantially larger than that made in 2014.</p> <p>Our UoA20 submission includes three externally funded centres, four institutionally recognised centres, eleven research clusters that serve as foci of School research, and various ad hoc research groupings. These centres and clusters reflect our strengths, and permit the focused and agile responses through which we attract prestigious Research Council, EU, and charities awards, as well as government and enterprise funding from the UK and abroad. They maintain strong relationships with academic colleagues in national and international networks, as well as with policy-makers and users, beneficiaries, and co-producers of research beyond academia. These relationships underpin our engagement with a wide range of users, as illustrated in our six impact case studies.</p> <p>The School's signal strengths include its multi-disciplinary culture, theoretical profile, wide-ranging methodological expertise, strong international presence, policy-relevant research, engagement with the wider public, and vibrant and supportive research environment:</p> <p><i>Multi-disciplinary character.</i> The breadth of the School's expertise enables us to focus a wide range of disciplines and methodologies onto issues in social policy and social work. We draw on expertise at the leading edge of sociology, criminology, social and cultural geography, social history, cultural studies, personal social services, medical provision, and learning and disability research, and employ a wide range of qualitative and quantitative methods. Our rich research environment stimulates staff to form partnerships and pursue interdisciplinary work. We also maintain a number of seminar series: the weekly cross-School staff and postgraduate seminar, meetings and symposia in the research units (including invited local and national professionals), and occasional conferences and day-schools organised by our research clusters, which bring together scholars from a range of disciplinary backgrounds.</p> <p><i>Theoretical profile.</i> The School has world-leading expertise in social, political, and cultural theory, social services and social care, and the psychology of autism. Our policy-relevant research is underpinned by authoritative and critical social theory, notably in the sociology of ageing and care (for example, Forder, Hussein, Milne, Vickerstaff), the body (Rajan-Rankin, Shilling, Twigg), labour markets and work (Chung, Lyon, Strangleman), disability (De Vries, Murphy, McGill, McCarthy), violence (Ray), parenting (Lee), social attitudes (Baumberg-Geiger, Chung, Taylor-Gooby), ethnicity, identity, and policy-making (Rajan-Rankin, Song), religion (Garbin, Shilling), responses to risk (Burgess), gender relations (Pedwell, Twigg), environmental movements (Hensby, Wrenn), urban studies (Jupp, Miller), wellbeing (Wilkinson), and charitable giving (Body, Breeze,</p>

Sanghera). These theoretical strengths underlie the School's success in inter- and multi-disciplinary research projects; for example: Breeze's research on corporate philanthropy (social policy/history/institutional sociology); Chung's research on work flexibility (sociology of work, gender and care); Garbin's projects on urbanisation and religion in African mega-cities (social anthropology/migration studies/sociology of religion); Pedwell's fellowship on digital media and the human (sociology of culture /technology/critical feminism); Song's projects on mixed-race identity (sociology/politics of identity); Taylor-Gooby's on attitudes and politics of welfare (social policy/comparative political science/social psychology); and Vickerstaff's studies of ageing and the workplace (demography/health and disability studies/gerontology).

*Wide-ranging methodological expertise.* The School combines proficiency and an innovative approach in handling large quantitative national and international datasets (notably in its research centres, Q-step programme, and the Eastern ARC collaboration, but also in other aspects of its work (see section 1.b.4 below), and skill and creativity in qualitative approaches to collecting, analysing, and representing narrative and textual data, as well as visual and sensory materials. We have broad expertise across multiple methods and approaches: from unstructured interview, democratic forum, and focus group work, through statistical survey and survey experiments, to cutting-edge quantitative analysis. We have strengths in narrative and discourse analysis, historical, textual, behavioural, and legal analysis, institutional studies, data-harvesting and manipulation, advanced statistical methods, and econometrics. These are evident in the range of datasets used in School projects, including British Social Attitudes Survey, the Millennium Cohort, European Social Survey, Eurobarometer, Labour Force Survey, Living Costs and Food Surveys, England and Wales Crime Survey, Health Survey for England, Understanding Society, the English Longitudinal Study of Ageing, National Child Development Study, the Health and Retirement Survey, Opinion and Lifestyles Survey, Family Resources Survey, and many others, as well as the large number generated by the School's own research. They also emerge in the range of qualitative material, including the large and complex cross-national qualitative and quantitative datasets produced by the ESRC/MRC, GCRF, and NORFACE projects, and by the Personal Social Services Research Unit, the Tizard, and the Philanthropy Centre.

*Strong international presence.* Staff in the School conduct research in numerous countries worldwide, including projects in Sri Lanka (Seoighe), the DRC (Garbin), Calcutta (Calnan), Beijing (Zhang), and Seoul (Chung). This submission includes funded work with collaborators in all continents except Antarctica. Our research funders include British Academy Newton (Zhang), the EU (Chung, Taylor-Gooby), the Council of Europe, NORFACE (Taylor-Gooby), and the Governments of Australia, Canada, Eire, Finland, and Jamaica (Cottee), as well as ESRC (Baumberg-Geiger, Chung, Kendal), the Foreign and Commonwealth Office, GCRF (Garbin, Zhang), MRC (Calnan; Vickerstaff), NIHR (Milne and others), the Russell Sage (Song), Joseph Rowntree, Nuffield, Sharland (Baker), and Varkey (De Vries) Foundations, the Leverhulme (Pedwell) and Wellcome (Calnan) Trusts, the British Council, Canadian Social Science and Humanities Research Council (Strangleman), Fondation Maison des Sciences de l'Homme, and Swedish Research Council (Shilling). Our staff have funded collaborations with colleagues at Aalborg, Harvard, Humboldt, Ljubljana, Seoul, and Uppsala universities in the REF period (see section 3a for details). School staff also made more than 250 presentations to international conferences in the REF period (see section 4 below).

*Policy-relevant research* is a central strength of the School. We have an outstanding reputation, particularly in research on ageing, health and social care, personal social services, autism, cross-national comparative social policy, employment and labour markets, gender, work and welfare, intellectual disability, race and ethnic identity, philanthropy, the politics of welfare, poverty, inequality and social divisions, and crime and criminal justice. Much of this work is funded by central and local government departments, including BEIS, DH, DWP, EHRC, MoJ, NHS, NAO, NIHR, OBR, HM Treasury, and the US National Institute of Justice, as well as major NGOs. Staff members have acted as advisors to the Advisory Council on the Misuse of Drugs, Health, Work and Pensions, and Women and Equalities Select Committees; Sports England; the Charity Commission; NCVO; the Trussell Trust; the BA 'Shaping the Future' and the ESRC 'Social Science for Recovery' Groups; the G20 Task Force on Social Cohesion; HMRC; the Kent and Medway

Partnership Trust; the Woodrow Wilson Centre Washington; the Korean Institute for Health and Social Affairs; Toynbee Hall; the TUC; the NHS England Committee on Forensic Learning Disabilities and on the Liaison and Diversion Service Specification; and HMPPS on Learning Disabilities guidance.

*Engagement with the wider public* is a further strength of our research environment, with notable examples in public engagement, from inception and design to dissemination and the implementation of findings in the Research Centres and across individual projects. Key examples include: Stevens' work chairing two of the Advisory Committee on the Misuse of Drugs working groups, leading to EU and DH-funded research, and work as Special Advisor to the Health Services Select Committee and to its report recommending a policy shift towards decriminalisation of drug users; Forder's longstanding association with DH, funded by a series of DH grants, and leading to the new social care funding formula allocating £5.7 billion annually; the active engagement of people with learning disabilities and autism across the projects of the Tizard Centre; and the series of public lectures, study days, and pub evenings on issues ranging from Black Lives Matter to Brexit. The Faculty (now Divisional) Director of Public Engagement, Stevens, is a member of the School.

*Our vibrant and supportive research environment.* The School's weekly seminar series and the conferences, workshops, and symposia organised by staff and students help nourish a lively and stimulating working environment. This is supported by the involvement of our large PGR community (114 individuals in 2019-20, full- and part-time) in the life of the School, and by our policies on mentoring, teaching loads, staff research, conference allowances, and study leave (see section 3b, c below).

The School's three externally funded research centres make a pivotal contribution to its research capacity and prestige:

- **Personal Social Services Research Unit (PSSRU)**, 11 members submitted). PSSRU is the largest social services research unit in the UK (operating in collaboration with PSSRU LSE and PSSRU Manchester), and is a partner in the NIHR School for Social Care Research (SSCR). It conducts high-quality research on social and health care to inform and influence policy, practice, and theory, and has an outstanding UK and international reputation. This is evidenced, for example, in the requests to access training on and use the Unit's ASCOT long-term care and wellbeing measurement techniques from Eire, Northern Ireland, Austria, Denmark, Finland, Italy, Norway, Spain, Japan, and Australia.
- **Tizard Centre** (11 members submitted). This Centre specialises in the study of intellectual and developmental disability, offering degrees at undergraduate, masters, and doctoral levels, and undertaking world-leading research. Particular strengths are the path-breaking work on autism, managing challenging behaviour, and learning difficulties among the prison population.
- **Centre for Health Services Studies (CHSS)**. Developed within SSPSSR, and maintaining close research links with researchers in the School, CHSS is submitted to UoA2.

SSPSSR also includes four institutionally recognised centres:

- **Centre for Philanthropy**. This Centre is a UK leader in research, teaching, and public engagement in the field, with a strong media presence and successful engagement with business funders, demonstrated in Coutts Bank's support for the annual *Million-Pound Donors* report and Pear's Foundation sponsorship of a Research Fellow.
- **Centre for the Study of Social and Political Movements**. This long-established Centre sustains international links in research on contemporary social and political movements, especially in relation to environmental activism, and fostered the development of the leading journal in the field, *Environmental Politics*, edited from SSPSSR.
- **Centre for Parenting Culture Studies (CfP)**. This Centre has gained a national and international reputation for its interdisciplinary research and dissemination work (notably

through close links with colleagues in Law and Psychology), leading to recent presentations at the Royal College of Physicians, University of Cambridge, and Institute of Education.

- **Centre for Child Protection's** (CCP). This Centre's international reputation rests notably on its innovative research on child protection training (including on simulation and a MOOC) and postgraduate study, and its Technology Strategy Board-funded research on advocacy.

The School's current research is further consolidated within eleven research clusters, which meet regularly to discuss work-in-progress, organise seminars and conferences, and prepare funding bids supported by seed-funding from School and University resources. All staff are members of at least one cluster or Centre, and about half are members of more than one. The number of clusters has almost doubled since REF2014, as the School continues to develop, consolidate existing strengths, and respond to opportunities. The new research clusters include: Gender Sexuality and Culture; Welfare States; Applied Research Ethics; Visual and Sensory Research Methods; and Social Theory. The six previously existing clusters continue to represent the major established research strengths of the School, including: Health and Social Care; Civil Society; Risk and Uncertainty; Work, Employment, and Economic Life; Crime, Culture, and Control; and Migration and Ethnicity. In addition, Embodiment has been added to the Health and Social Care cluster, and Religion and Belonging to the Migration cluster, to reflect the expansion of the School and enhance capacity to address new areas in research. School members are also play leading roles in the establishment of the University's new Signature Research Themes, notably Migration and Movement (Rajan-Rankin).

In 2020, SSPSSR came together with Kent Law School and the Centre for Journalism to form a new Division of Law, Society and Social Justice (see institutional environment statement for further details). The Division will offer new opportunities for research collaboration and a dedicated Research and Innovation Office to support the full range of research carried out in the School. Newly appointed divisional Directors of Research and Innovation work closely with School Directors of Research and Innovation to invest in research of the highest quality and impact.

## **b. Research Strategy**

The School's overarching research objective remains simply (as articulated in the previous three RAE and REF exercises) to 'develop work at the leading edge of theoretically informed social policy in the widest sense'. We focus effort in areas of particular strength through the structure described above. We also provide the flexible support described below to enable colleagues to identify and pursue opportunities that they identify:

1. *Support in time and money.* Study leave, conference allowance, teaching relief through 'buy-outs', administrative support and seed-funding for events and activities enable high-level research. Staff on Education and Research (E&R) contracts have taken more than 125 terms of study leave in the REF period, and have been bought out through research grants for at least a further 25 terms. In addition to the research support provided by the University, discussed in REF5a, the School provides a full-time research manager and further financial, administrative, and web support.
2. *Mentoring and collegial advice.* All senior staff in the School participate in a programme to help colleagues develop research bids through written comments and discussion. A similar scheme provides peer review of draft outputs to support publication in prestigious journals. Central University funds cover Gold Open Access journal fees. Both schemes are supported by School-level small grants, complementing the existing Faculty (now Divisional) and University targeted small grants (see REF5a, section 2a).



3. *Appointment of new staff to enhance the range of our work.* Since REF2014, we have appointed new staff in Criminology, Social Policy, Cultural Studies, Intellectual Disability, Quantitative Social Science, and Social Work to enable us to strengthen work, particularly in drugs policy, social security, and migration studies, and promoted staff to professorships in Risk Research, Parenting Research, Social Gerontology, Intellectual and Developmental Disabilities, and Social Work and Criminal Justice. This has led to new research directions and grants; for example, from the British Academy (£282k: religious urbanisation in Africa, Garbin), NIHR (£900k: interventions to reduce risk-taking among adolescents, Stevens; plus £800k: group CBT for male prisoners with ID, Murphy).
4. *Development of staff careers.* In addition to the provision detailed above, we ensure that new E&R staff are able to establish and develop their research careers through a 50% teaching reduction in year 1, and through annual mentoring and appraisal. We endorse and actively implement University policies on flexible and family-friendly working practices, provision for disabled staff, and all other policies relevant to protected characteristics. We currently hold an Athena SWAN Bronze Award (see 2c below).
5. *Building links with stakeholders and the wider public.* We maintain strong links with potential funders, and ensure that our work is widely known through the extensive activities listed below.

### c. Impact Strategy

Our impact strategy follows from our research strategy, which stresses work at the leading edge of social policy across the discipline. Impact is bound up with engagement. Engagement feeds research by presenting and expanding ideas and opportunities, and enables current work to achieve the recognition and response that facilitate and stimulate future activities. We seek to:

- Draw on and extend our contacts with users, beneficiaries, and stakeholders to gain ideas and opportunities, and to secure access to research environments (including highly sensitive hard-to-access areas in health, personal social services, childcare, and criminal justice);
- Continue to develop our engagement and opportunities for dissemination and impact across a broad range of users and beneficiaries, as we have in previous REF cycles, and ensure that our researchers have the resources to do this through the support outlined in section 5b1.

The School is particularly well placed to contribute to policy development and professional practice. Its contacts range from the central and local government-level policy communities addressed by all seven research centres and researchers across the School (especially in drugs policy, ageing, pensions, ethnic and racial identity, parenting practice, the labour market, personal social services and learning disabilities research), to NGOs, professional and practitioner groups, and the general public.

We have established user groups across a wide range of areas corresponding to our research activities and interests. These groups develop over time, as our research shifts to match changes in society, welfare, social work, and policy. Our users, beneficiaries, and stakeholders fall into three main groups:

- Government and the associated policy-making, implementation, and monitoring communities at central, regional, and local government level, and also internationally in Europe, East Asia, and elsewhere;
- NGOs, charities, business agencies, and bodies, trade unions, religious organisations, and organised civil society;
- The wider public, including those with interests in specific areas of provision through personal involvement, those concerned about the politics of welfare and provision, and more generally.

We engage these groups through a wide range of means, including:

- Participation in meetings and committees with policy-makers and the broader policy community (in addition to official committees and inquiries), the use of electronic media, especially twitter and high-profile blogs;
- The creation of interactive websites, including those linked to specific projects or areas (listed below under 'Engaging the Broader Public'); radio, television, and newspaper publication; running or participating in user-directed conferences and workshops;
- The production and distribution of briefing papers;
- Participatory research with our user groups and communities throughout the research process, from design to dissemination. Our extensive engagement in normal academic channels of communication through learned societies, academic conferences, and electronic media and publication, and the ready availability of the Kent Academic Repository, national archives, and our own online site links with many members of the policy community.

For example, at the international level:

- Zhang has enjoyed signal success in engaging with policy-makers, scientific practitioners, regulators, public engagement professionals, and the public. Her recommendations on science governance were officially accepted by China's Ministry of Science and Technology in 2019, and put forward to Ministers and other high-level officials. It is extremely rare for any social science research or work funded outside China, and even more for any research carried out by a non-Chinese academic, to be so treated (see impact case study and *Nature* annual reviews of China, 2018 and 2019).
- Stevens led a 2018 review for the Irish Government on which it based recommendations to change the management of drug possession offenders. He also advises the Governments of Norway and Quebec on drug policy reform (see impact case study).
- Chatwin represented Europe in the Brookings 'Improving Global Drug Policy' programme at the UN General Assembly Special Session (UNGASS) on global drug policy, 2016. Her work on European drug policy was also presented in London, New York, and Beijing.
- Chung's research on flexible working and gender equality is cited in the EU 'Equality Between Men and Women' report (2019); she contributed to a European Institute for Gender Equality's research note on gender equality (2018); and advised the Korean Ministries of Labour and Health and Social Affairs, the TUC, and the Italian Government (2018; see impact case study).

At the level of national government:

- The high profile of our researchers is indicated by the appointment of SSSPSSR staff as special advisors to the House of Commons Women and Equalities Committee (Vickerstaff; impact case study), the Health and Social Care Select Committee Inquiry into drug policy, the UK Government's Advisory Council on the Misuse of Drugs, and the Scottish Affairs Select Committee for its inquiry on drug-related deaths (Stevens; impact case study), and the Cabinet Office Shared Parental Leave advisory panel (Chung; impact case study). Chung also addressed an EU DG Justice plenary. Our staff have made numerous contributions to the work of House of Commons Committees, including the House of Commons special committee evaluating the Psychoactive Substances Act (Chatwin, 2016).
- Wilkinson contributed statistical analysis to the Final Report of the All-Party Parliamentary Groups on School Food, and Hunger and Food Poverty 'Children's Future Food Enquiry' (2019).
- Baumberg-Geiger's work on disabled JSA claimers is cited in the OBR 'Welfare Trends' report (2019), and the WP Select Committee Sanctions report (2018), discussed by committee members in the first evidence session and quoted, as well as de Vries's work on BAME claimers in the EHRC 'How Fair is Britain?' 2018 report.

- Baumberg-Geiger was one of only two academics to be invited to a roundtable with the Secretary of State for Work and Pensions in 2018.
- Milne is a member of the Standing Commission on Carers (2006-15), an advisor on the National Carers' Strategy, and a member of the Chief Social Worker's Adults Advisory Group.
- Calnan sits on the NIHR committee on Research for Patient Benefits.
- Vickerstaff chairs the GO-Science Working Group on 'Covid-19 and Employment'.
- Taylor-Gooby sits on the UKRI/GO-Science Group on Covid-19 and Vulnerable Populations, which advised SAGE.
- Warner's work on the emotional politics of childcare was quoted by the Chief Social Worker and recommended to the DfE book club.
- Breeze advised the DCMS 'Giving' team on 'The Future of Charitable Giving' strategy.

At the level of national and international NGOs:

- Kendall was invited to submit the UK Policy Brief on the challenges facing international civil society for the Social Cohesion task force as part of the 2018 G20-T20.
- Breeze served on the Charity Tax Commission Advisory Group on Treatment of Fundraisers (2019), and carried out an evaluation study for the Heritage Lottery Foundation in 2017, which made recommendations incorporated in the new multi-million pound 'Resilient Heritage' scheme.
- Silvestri served as invited academic advisor to the National BAME Women in Policing Working Group; and is also involved in discussions with the College of Policing; British Association of Women Police; National Black Police Association and the Muslim Police Association; and West Yorkshire Police Positive Action group.

At the level of business:

- Stevens was consultant on Qualitative Comparative Analysis to RAND Europe (2019).
- Chung advised BEIS on flexible working for the WERS/WLB survey (2019), and assisted the Government Equalities Office in producing action notes for employers on addressing the gender pay gap (2018).

At the regional level:

- The School maintains close links with users and beneficiaries in local communities. For example, in September 2019 SSPSSR hosted, in collaboration with Rochester Diocese, Kent Police, and Medway African-Caribbean Association, a national conference on reducing knife crime and youth violence, attended by more than 175 professionals and members of the public; an evening of talks on the history of slavery abolitionism in Kent in November 2018; an academic-professional seminar on hate crime in March 2019; and a post-film screening discussion with students and the Director of Childline at the Gulbenkian Cinema, Canterbury, in April 2019. The Tizard Centre is in close and continuing liaison with Mencap, the National Autistic Society, Autistica, the ex-offenders Keyring Group, Working for Justice, and Advocacy for All.
- Our Research Centres have established strengths in engagement with local and national communities. For example, the Centre for Philanthropy builds on the links established through its annual conference to which donors, major fund-raising charities, and members of the public are invited. The ideas debated at this forum underpin research bids and strengthen links with user and stakeholder groups. Similarly, Tizard maintains a reference group of people with autism and with learning disabilities, and a Family Carer Research Advisory Group to identify areas for research and support and facilitate existing research

We continue to build links with users and beneficiaries at as early a stage as possible in the development of research. Examples include:

- The close links maintained by the Centre for Parenting Culture Studies with national journalists who attend its annual conferences.
- The engagement of Trade Union leaders and CBI representatives on the advisory group for the ESRC 'Work Autonomy, Flexibility and Work-Life Balance' project; and of the TUC, Daycare Alliance, ETUC, and ILO on the 'Work-Life Balance' group.
- The inclusion of people with learning disabilities as co-researchers and as presenters at the London (2018) and Manchester (2019) conferences of the Tizard 'Love Project'. The role of a national newspaper journalist and NGO representatives on the advisory council for the NORFACE 'Our Children's Futures' project.
- The participation of major donors (Coutts Bank) and fund-raisers on the 'Million-Pound Donors' project steering group.
- The involvement of the Trussell Trust and NCVO in designing the 'Community, Crowdfunding, and Covid' project.

### Engaging the broader public

The School's commitment to ensuring the availability and accessibility of our research far exceeds the requirements of Open Access compliance. We make as many research publications and reports as possible openly available, have a substantial media presence, and use online and social media to engage others in our work. We will continue to develop the policies outlined below, in particular to include more members of user communities in the development of research projects at an early stage.

- *Open access to our research.* All research-active members of staff record all publications on, and make pre-publication versions of their articles and other documents publicly available through, the Kent Academic Repository (KAR), except for a small number of cases where the sensitivity of the material or confidentiality requirements preclude this. Many staff and research students also make use of other archives and repositories, notably the UK Data Archive, ResearchGate, and Academia.edu, as platforms from which to share and discover research. The Data Archive contains seven large datasets deposited by School members between 2014 and 2020. ResearchGate currently has 764 SSPSSR members, 14 with scores in excess of 20. The average number of reads is close to 900 per week, the most popular articles being accessed by a similar proportion of UK-based and international readers (February 2021).
- *Online and social media.* The School's teaching and research members make extensive use of social media to press home their research and promote debate. The Research Centres also have a social media implementation group to develop and support the use of social media as part of a wider impact strategy. Individual staff members have substantial presence; for example, Stevens (9481), Breeze (4725 followers), Warner (3608), and Bradley (3530). Members of academic staff regularly write blogs, for example: 'Let's all be open about what we earn' (Baumberg-Geiger); 'Working Class Perspectives' (Strangleman); and 'Brexit won't work without a new welfare state' (Taylor-Gooby); and contribute to online magazines that are spaces of public intellectual exchange; for example, *The Atlantic*, *The Conversation*, and *Discover Society* (notably Baumberg-Geiger, Chung, Cottee, Stevens, Taylor-Gooby, Wilkinson). Staff also curate and contribute to publicly accessible websites dedicated to specific projects or programmes of research. Examples include: Before the Welfare State (Bradley); CB for Men with Learning Disability (Murphy); Centre for Parenting Culture Studies (Lee); Centre for Philanthropy (Breeze); Clothing and Age (Twigg); Community Care Inform (Shemmings); Cultural Criminology (Redmond); Imagining Autism (Beadle-Brown); The Love Project (McCarthy); The Match Project (Langdon); Offenders and Social Care (Murphy); PSSRU project blogs (Forder); Quality and Outcomes of Care (Forder); Research in Practice (Shemmings); Uncertain Futures (Vickerstaff); Welfare at a (Social) Distance: Kent (Baumberg-Geiger); Welfare State Futures (Taylor-Gooby); and Work Autonomy, Flexibility, and Work-Life Balance (Chung).
- *Radio, TV, and newspapers.* SSPSSR has an impressive media presence, locally, nationally, and internationally. For example, during the REF2021 period, the School's



research on ageing, on social policy in fiction, and on women and flexible working has led to an appearance on BBC1 TV (*Who Do You Think You Are?* Bradley, May 2019), at least eight appearances on BBC Radio 4 (Duggan: *Moral Maze*; Strangleman, Twigg, Taylor-Gooby, and Chung: *Thinking Allowed*), plus Sanders-McDonagh (*News at One*) and BBC Radio 5 (Duggan, Wrenn). In addition, research on decriminalisation of drugs has been broadcast across six countries (Stevens), and our work on philanthropy, drug policy, and food banks has been the subject of numerous discussions locally and nationally (Breeze, Chatwin, Taylor-Gooby). Our research on work/life balance has attracted highly significant international attention, including that from the EU and the Korean Government (Chung). We contribute substantially to print media, including recent *Guardian*, *Independent*, *Daily Mail*, and *Observer* articles (Baumberg-Geiger, Body, Haux, Hogg, Lee, Song, Wrenn) and articles in *The Spectator* and *The Atlantic* (Cottee). In addition, Seoighe co-organised a two-day exhibition: 'Tamils of Lanka: A Timeless Heritage', with the Tolworth Tamil Information Centre, opened by the leader of the Opposition, Jeremy Corbyn MP, and attended by over 1,500 people (May 2019).

### Guaranteeing integrity

We ensure that users and stakeholders have continuing confidence that our research maintains the highest ethical standards by:

- Training all staff and research postgraduate students in research ethics and in GDPR procedures.
- Following the Universities UK Concordat to Support Research Integrity.
- Requiring all proposals for research that involves human participants (a substantial proportion) and animals (much fewer) to be subject to review by the School Ethics Committee. In the case of ESRC and similar projects, the Faculty (now Divisional) Ethics Advisory Group is also involved.
- Following the specific procedures for NHS research laid down by the UK Policy Framework for Health and Social Care Research and pursuing early-stage approval.
- The School Data Protection Officer ensures that all data gathered by School staff subject to Data Protection legislation are securely and appropriately stored.
- A striking example of the commitment of our staff to high professional standards is the principled decision by Stevens to resign from the Home Office Advisory Committee on the Misuse of Drugs in November 2019 in protest against the political vetting of members.
- We maintain a high level of transparency and shared information within the School, and believe that this benefits all our activities, including our research and public engagement, and, indeed, preparations for our REF submission. We ensure that all our decision-making processes are open and transparent by publishing minutes and agendas, except those that involve identifiable individuals, to the School, and including junior staff members on all main committees.

### Our research and Covid-19

The speed with which our staff established four new research projects designed to produce up-to-date information to guide Government and NGOs provides further evidence of the responsiveness and public engagement of our research and our commitment to impact. We have set up national quantitative and qualitative surveys examining the benefits system under exceptional pressure (ESRC: Baumberg-Geiger); detailed studies of faith-based organisations in two mega-cities in Sub-Saharan Africa for managing the pandemic (ESRC: Garbin); analyses of crowd-funding for food banks and homelessness charities and social cohesion (Taylor-Gooby); and research into the experience of the time of the pandemic in collaboration with the Mass Observation Archive (Lyon).

The Covid-19 lockdown has delayed activity and spending on some projects. This led to a downturn in the upward trajectory of research income for 2019-20 and 2020-21, which will be compensated by deferred spending in future years.

## 2. People

### a. Staffing Strategy, Development, and Succession Planning

Our goals in this area are to maintain and enhance our capacity to carry out leading-edge research, to ensure that we are responsive to the changing research environment, and to develop our work into the future. We wish to achieve strong impact on, and engagement with, our users and beneficiaries, and this goal is embedded in staff development. We achieve these goals through a number of activities all of which we will continue to develop during the next REF period.

#### Academic staff

- Our sustainability and development strategy seeks to ensure that new staff appointments since REF2014 enable us to continue existing research streams and develop new work in areas of national and international importance. For example, through a combination of turnover and the creation of new posts, eight new staff have been appointed in criminology (Akoensi, Cunliffe, Duggan, Mills, Sanders-McDonagh, Silvestri, Van Hellemont, Young), who significantly enhance capacity in policing, gangs, media, prisons, sex work, sexual violence, and youth offending, expand the range of research funding and high-quality publications, and further develop our engagement with users and beneficiaries. The new professorial Director of the Tizard Centre (Rogers) brings additional research and methodological expertise and, with her sociological background, links Tizard more closely with other groups in the School.
- Our staff include three recipients of ESRC Future Leaders awards during the current REF period (Baumberg-Geiger, Chung, Zhang), Leverhulme Fellowships at different levels (Cottee, Twigg, Pedwell, Redmond), and applicants for individual European Research Council awards.
- Explicit Work Allocation Model (WAM) points for research and scholarship (currently one-third total) for staff on E&R contracts.
- Relatively low teaching loads, with reductions for those undertaking a PGCHE or on Probation, as detailed above.
- Generous study-leave arrangements of one term after seven (see 1b1.i).
- A mentoring system that matches each member of staff to a more senior colleague with relevant expertise, and includes an annual 'Reflect, Plan and Develop' exercise in line with the University's HR processes.
- Conference allowance of £1,400 per annum for E&R staff (and £1,000 for ES&P staff).
- £1,000 seed-funding per research cluster and access to Faculty (now Divisional) research funds, in addition to the availability of University funds for specific initiatives.
- Bespoke funding workshops delivered by Research and Innovation Services and the University's Graduate and Researcher College. Topics include matching research bids to funding agencies, planning for impact, and managing research staff.
- Buy-out for staff in receipt of research funding, in addition to normal study leave: more than 25 terms during the REF period (see above).
- Administrative support for the preparation and management of research grants, with specific mentoring on an individual basis by senior staff and exchange of proposals within research clusters for peer review, plus more routine support in developing and checking documentation.
- Training in research ethics and a robust internal process for the ethical approval of research projects, overseen by the School and Division (see above: 'Guaranteeing integrity').
- A lively SSPSSR Seminar Series with internal and external speakers, as well as other seminar series and one-off conferences, symposia, and events offered by our Research Clusters and in different parts of the School.
- Inclusion of staff representatives in committee structures and School-wide meetings to ensure a high level of transparency and engagement of all staff in research direction.

In the Research Centres:

- Generous training budgets ensure that staff sustain a high level of methodological capacity.
- Early career researchers (ECRs) are included in article, presentation, and proposal writing, and participate as named co-applicants on research grants, helping to support career development.
- A data management committee in the Research Centres supports researchers in handling sensitive data and complying with ethical and legal requirements. All staff are trained in GDPR.
- PSSRU (Brooks) leads and funds a dedicated Public Involvement and Implementation Group through one of the Policy Research Units (QORU), which helps researchers engage with partners outside academia in proposal writing, ethics, lay person summaries, advisory groups, and study materials.
- In September 2019, the University committed to the Vitae Researcher Development Concordat, covering career development, environment and culture, and employment.

### Professional services staff

The research activities of the School are supported by professional services staff members with expertise in research management, finance, website construction, public engagement and dissemination, general administration, and management of doctoral students. We continue to enhance the capacity of professional services staff to support research and impact by training mentors, and ensuring that provision is under active review to align activities with changing developments in the School. Our internal administrative strength and financial security puts us in a good position to make the most of the opportunities to deploy the enhanced resources resulting from the recent reorganisation of the University (see REF5a).

### b. Research Students

The School offers an outstanding research culture to its large and thriving postgraduate community. We currently have 114 research students registered, of whom just over two-thirds are full-time, recruited internationally, nationally, and also locally from our own UG and PGT programmes. Students funded by, and attached to, projects such as 'Welfare Futures' (NORFACE) and 'Uncertain Futures' (ESRC/MRC) contribute directly to our work. Our goals are to:

- Ensure that our current students receive excellent research training (see below) and opportunities to develop their own research in a supportive environment.
- Offer a research environment that is well-resourced and attractive, both nationally and internationally, across the wide range of fields in which we work.
- Ensure that our research strengths contribute nationally and internationally at the postgraduate as well as at higher levels.

Postgraduate research is overseen by a Director of Graduate Studies (Research), a Director of Graduate Studies (Taught), and a dedicated Postgraduate Office (three members of staff) and Manager, who handle all aspects of the School postgraduate programme from enquiries and admissions to degree awards. All postgraduate students are also members of the University's Graduate and Researcher College (formerly the Graduate School), which provides further training in research methods and expertise.

The statistics provided in REF3 show that PhD completions have continued to rise from 12.67 in 2013-14 to 21.0 in 2019-20, totalling 121.75. Our support and encouragement to doctoral students, and the quality of our programme of graduate seminars and workshops, as well as our supervision, is demonstrated in the fact that our completion rate consistently rises faster than our enrolment. We will continue to pursue and build on the following activities to support postgraduate research:

1. The School is part of the South-East Network for Social Science Consortium (SeNSS), through which we access ESRC postgraduate scholarships via Sociology and Social Policy pathways. The network also provides disciplinary, multi-disciplinary, and interdisciplinary training sessions and courses developed and run by each of the universities in the network. Kent makes a significant contribution.
2. The School awarded 12 fully-funded (at ESRC level) PhD Scholarships during the REF period, in addition to five centrally funded University Studentships allocated to the School, plus Tizard and Quantitative Social Science scholarships, and two further studentships funded through research projects. Tizard has enhanced its commitment to capacity-building through postgraduate research and has increased the number of studentships it provides in recent years. We are confident that the number of studentships in the School will continue to increase during the next REF cycle.
3. We offer four scholarships at MA level to our highest-performing UG students, to encourage interest in postgraduate work and in methods training, leading to PGR study.
4. After a skills audit in the first term, students receive research methods modules on quantitative and qualitative methods, research ethics, and the design of social research. We also host an extensive Professional Development Seminar Programme, and research-group-led sessions on visual methods, ethnography, digital research, experimental methods, and other areas. The School's postgraduate research training is accredited by the SeNSS Doctoral Training Partnership. The core modules of the MA Methods of Social Research attract large numbers of students from across the Division.
5. As part of the Researcher Development Programme, all new PGR students are strongly encouraged to take the four core modules in research methodology. The PG Certificate in Methods of Social Research is awarded to all SSPSSR PGRs who complete the programme. Our methods training draws on the high level of expertise of the three specialist lecturers appointed following our success in the Nuffield Q-Step programme.
6. Training in research ethics is provided as an essential part of our postgraduate programme through a specific module.
7. Supervisory teams meet at least monthly, and are composed of at least two supervisors, one of whom must have qualified supervisor status (accredited through completion of a training programme and recent experience). All meetings generate written reports, which are shared with the supervisee and approved by the Director of Graduate Studies. Other senior staff also participate in annual reviews and contribute written comments on a submission by the student.
8. We organise Continuation Seminars at which PGRs present their work to School staff after enrolment for four terms. Students benefit from detailed comments on their presentation and on a 10,000-word paper submitted at the same time, read by a staff member outside their supervisory team.
9. PGRs participate in the weekly SSPSSR seminar series, which includes invited speakers. The School subsidises their participation with speakers and staff in the dinners that follow. They also benefit from the Tizard seminar series, the Crime, Culture, and Control seminar series, and the Criminology Common Studies Session (a postgraduate conference series hosted by criminology programmes in Europe and the US).
10. The Director of Graduate Studies (Research) oversees a Professional Development and Employability Series to prepare PGRs for academic careers. This includes Advanced Seminars in which PGRs present papers in a supportive environment, career-based sessions, workshops on writing and research impact, and our 'Developing Your Teaching' Certificate (compulsory for all new Graduate Teaching Assistants and completed prior to any teaching).
11. PGR representatives sit on the School Graduate Studies Committee. There are regular PG consultation meetings.
12. The School funds three students per annum to participate in an annual Postgraduate Advanced Writing Workshop in Prato, Italy, which offers excellent opportunities to build contacts with other postgraduates from across Europe and Australasia.
13. The Graduate and Researcher College offers Advanced Training Opportunities in specific methodological approaches and skills. SSPSSR staff lead more than half of these sessions.



14. PGRs have a minimum annual allowance of £200 for conference attendance, and can apply for further discretionary support of up to £200 from the Division. The Allcorn/Box Fellowship for Sociology PhDs provides a further £400 to two students annually. This allowance has increased ahead of inflation during the REF2021 cycle.

### c. Equality and Diversity

SSPSSR has a diverse staff and student profile, and is fully committed to equality, diversity, and inclusion (EDI). The Deputy Director of Division has the brief for all EDI matters in the Division to which the School belongs, and sits on the University EDI Committee and related activities. At School level, we have a job-shared EDI role that also encompasses Athena SWAN. EDI is a standing item on the School staff meeting agenda.

*Gender.* We achieved an Athena SWAN Bronze Award in November 2018, and are preparing to submit for a Silver Award. Sixty-nine per cent of our academic and research, and 88% of our professional services staff, are female (31 July 2020). Staff are encouraged to apply for promotion, and supported in their applications. The proportion of women Professors has risen from 33% to 47% between 2014 and 2020. The proportions of women Readers has remained roughly constant during the same period, at 75%.

*Parental leave.* We have built on the University scheme to enhance parental leave provision, and provide opportunities for flexible working and access to the University's day nursery (the Oaks). The School also benefits from University-wide policy changes that provide special leave for fertility treatment, and the provision of additional leave and pay for parents of premature babies from the first day of employment.

*Ethnicity.* We are conscious that the number of BAME staff is relatively low, at 10% of academic and research staff and 8% of professional services staff (as of 31 July 2020; not all staff declare ethnicity). This is an area where we actively seek to make new appointments. At our Medway campus, five out of 18 academic staff are BAME. We are addressing factors, including race, with respect to student attainment, and have appointed a Student Success Lecturer (Fitton) and administrator (Warr) to support our BAME postgraduate and undergraduate students. The School is active in the 'Decolonise Kent' programme, and has organised a number of meetings directed at the reform of curricula and the learning environment.

*Disability.* Eight per cent of our academic and research staff, and 6% of our professional services staff, have declared a disability (31 July 2020). We are committed to ensuring that the working environment is healthy, and that mental and physical wellbeing is addressed for colleagues and research students. The School has funded special equipment, work-station modifications, and counselling for those who require it. The University provides all staff with access to free physiotherapy, as well as optical and counselling services. We have also had a number of staff affected by long-term illnesses, and have ensured appropriate treatment on their return to work, facilitating leading-edge research engagement, including, in one case, leadership of a very large externally funded project and, in another, enabling a professor to continue as president of an International learned society and advisor to a House of Commons Select Committee.

*Age.* The staff recruitment strategy described above enables us to maintain a balanced age profile within the School.

The School has no specific policies in relation to marriage and civil partnership, religion, gender reassignment, or sexual orientation, but colleagues are active in various University groups, including the LGBT+ network.

Our transparent procedures support all our staff in accessing study leave, mentoring, and support for making research bids. They also ensure fair allocation of workloads and of institution-funded research time. Our REF procedures have been as open and inclusive as possible. All staff involved in the process received EDI training. We consulted with staff throughout the selection procedure,

and ensured that the process was transparent. We analysed internal and external reviews of outputs to ensure that there was no gender bias. When choosing between outputs of equal expected score for the submission, our policy was always to select the one authored by a staff member with a protected characteristic (where data is available) in order to promote inclusivity. This affected three selection decisions.

### 3. Income, infrastructure and facilities

The School is large and diverse, and this is reflected in our internal structure. The Head of School is supported by two Deputies, one in Canterbury and one in Medway, a Director of Research and of Education, two Directors of Graduate Studies (Research and Taught), and a School Manager. Directors are appointed to head each Research Centre, and Co-ordinators for each Research Cluster, all with appropriate teaching reductions. The research activities of the School are further supported by professional services colleagues as described above.

In 2019-20, the University undertook a wide-ranging restructure, designed to focus existing research and teaching strengths and to establish an environment that will nurture new strengths (see REF5a). Formerly part of the Faculty of Social Sciences, the School is now part of the new Division of Law, Society, and Social Justice. The restructure means that the School has access to greater resources to manage its own affairs, as well as continued opportunities to benefit from central University research support, including in identifying research opportunities, making bids, and managing communications, stakeholder engagement, and finance, together with seed-corn funding.

#### a. Research Funding and Strategies for Generating Research Income

The School has one of the most impressive track records among UK institutions in securing grant and other research-related income. This has been achieved by maintaining our close engagement with existing funders and ensuring that we engage with new funding streams whenever these become available. The range of expertise in the School (sustained through the new appointments mentioned above) and our established engagement strategy (see above) enable us to develop high-quality bids in response to opportunities across a wide range of areas. Examples of success through engagement with existing funders include:

- Continuing funding from DH and NIHR (PSSRU, Tizard).
- Research Council support, notably ESRC, MRC, and AHRC.
- Continuing support from NGOs such as Coutts Bank, the Leverhulme Trust, and the Joseph Rowntree Foundation.
- Success in applications to international bodies such as the EU and ERC.

Examples of success through agile response to opportunities are:

- The large grants from ESRC (Baumberg-Geiger), GCRF (Garbin; Zhang), NORFACE (Forder, Taylor-Gooby, Vickerstaff), the Russell Sage Foundation (Song), ESRC (Chung), and MRC (Vickerstaff), all gained through flexible response to new initiatives.
- Q-step funding of £1.5 million awarded to SSPSSR (2013-18) by the Nuffield Foundation (50% match-funded by the University).
- Fellowships and grants from the Pears, Shirley, and Garfield Weston Foundations and Blackbaud PLC to support the Centre for Philanthropy.
- Research income amounted to £17.3 million over the REF2021 period, averaging £2.5 million per annum. Funders have included the British Academy (Taylor-Gooby), Coutts Bank (Breeze), ESRC (Baumberg-Geiger, Calnan, Chung, Taylor-Gooby, Vickerstaff), MRC (Calnan), AHRC, DH, DWP (Baumberg-Geiger), the EU, the UK Government Equalities Office (Chung), Max Weber Centre for Advanced Cultural and Social Studies (Garbin), and German Science Foundation (Garbin), Leverhulme Trust (Cottee, Pedwell, Redmon, Rogers, Twigg), NORFACE (Taylor-Gooby, Forder), Joseph Rowntree, Nuffield

(Haux), and Russell Sage (Song) Foundations, as well as the governments of Australia, Canada, Eire, Finland, Korea (Chung), Norway (Chung), and Sweden (Shilling).

Our research income has maintained a consistently high level throughout the REF period, and constituted 15.4% of total University research income from 2013-14 to 2018-19. The largest component in our research income (about two-thirds) comes from UK central and local government and health service sources. Our success in gaining funding from these sources both reflects and enhances our capacity to attract the attention of senior policy-makers and achieve high impact in social policy and social work-related areas, as demonstrated in section 2 above. About one-fifth of our income (in excess of £3 million) is from research councils, demonstrating that our staff are well-recognised for their theoretical and general social science expertise. This enables us to ensure that our research continues to maintain its distinctive broad-based theoretical foundation, while being able to respond readily to social and institutional change.

### **b. Organisational Infrastructure Supporting Research and Impact**

Research in the School is well-supported by the University's Research and Innovation Services (RIS) team. The University has established an institution-wide peer-review process for grant applications, which is complemented by the School's continuing peer-review programme. In 2018, the School appointed a dedicated Research Manager (Watters) to support research and enterprise bids. Senior school staff each review several draft applications each year for colleagues across the social sciences at Kent, and provide staff with collegial support through this process (see section 1b).

Over the REF2021 period, staff have gained internal funding from a range of sources, including: the Social Science Faculty Research Fund (£50,000); the Faculty Internationalisation Fund (£40,000); the University's Public Engagement Fund (£40,000); Partnership Fund, Large and Complex Grants Fund; and Outputs and Impact Support Fund (£200,000, of which £50,000 was secured by SSPSSR staff), as well as funding from the School's budget (£30,000). We are currently setting up a Divisional Investment in Research fund, and benefit from central University support for our newly established Signature Research Themes and through a Large and Complex Grants Fund.

### **c. Operational and Scholarly Infrastructure**

All SSPSSR staff benefit from high-quality individual office space at Canterbury and Medway. SSPSSR at Canterbury is housed in a recently built £12 million building, Cornwallis East, and an extensively refurbished wing of Cornwallis North East. This new space includes dedicated open-plan office areas for PGRs, and separate areas for research staff not employed in the funded Research Centres, plus dedicated seminar/meeting rooms and social space. The recently extended and refurbished Templeman Library at Canterbury, together with the Drill Hall Library at our Medway campus, offer an integrated Library search function and significant shelved and online research resources.

### **d. Infrastructure and Impact**

The infrastructure and facilities described above support our approach to impact, notably by:

- Enabling close engagement with users and stakeholders as collaborators, as in projects led by Beadle-Brown, Breeze, Chung, Garbin, McCarthy, Stevens, Taylor-Gooby, Vickerstaff, and Zhang.
- Enabling us to invite users and beneficiaries to our conferences; for example, in the Centre for Parenting Culture Studies, the EU 'Resilience, Unemployment and Young People' programme's London Civil Servants and EU Officials Conference, and the annual conferences of the Tizard Centre and Centre for Philanthropy.
- The Research Units offer a dedicated research environment for the production of collaborative, high-quality, policy-relevant research.

- The contribution of School and University infrastructure is further demonstrated in our six impact case studies. These show how support in seed-corn funding, study leave, and the facilitation of research buy-outs, the availability of postgraduates to engage in projects, computing and library support, and the availability of accommodation has enabled us to engage with, and press home, our findings to policy-makers and commentators.

#### **e. Specialist research infrastructure and facilities**

PSSRU has two high-specification computers, bookable for secure analysis of large and complex datasets. It also runs a system called PHEDAF (PSSRU Health Economics Data Farm), which is powerful and highly secure, and which enables researchers who have attended relevant security training to access certain NHS datasets. These two facilities ensure that PSSRU is in a strong position to offer research to national and local user communities, with relatively quick outcomes and an unparalleled level of expertise.

#### **f. Collaborative Use of Research Infrastructure and Facilities**

We gain support from colleagues in other universities and make use of such infrastructure as the UK Data Archive (see section 1c above, 'Engaging the Broader Public', and the information on the Millennium Cohort, Family Resources, and European Social Surveys, and other large datasets listed in section 1a). These are of particular relevance to us, given our methodological expertise and interests. Infrastructure collaborations are not relevant to the majority of our activities.

#### **g. Major Benefits in Kind**

The most important in-kind benefits received by researchers across the School are the access to research materials and key informants afforded by the contacts we maintain with our users, beneficiaries, and co-producers of research. These benefits are particularly important for CHSS, PSSRU, the Tizard, the Centre for Philanthropy, and the Centre for Parenting Culture Studies, as well as the Work, Employment, and Economic Life and Welfare States research clusters.

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

We are a large and diverse community of scholars, and we pay continual attention to maintaining, updating, and improving our links with our users, beneficiaries, and co-producers of research to carry out the work at which we excel:

#### **a. Research Collaborations, Networks, and Partnerships**

SSPSSR staff have engaged in a wide range of research collaborations and partnerships with colleagues in institutions locally, regionally, nationally, and internationally during the REF2021 period. These include funded projects at national level with colleagues at LSE (Baumberg-Geiger), UCL (Taylor-Gooby), Manchester and Bath (Vickerstaff); and, internationally, at Indiana (Song), Belgium, Denmark, Germany, Norway and Slovenia (Taylor-Gooby), Helsinki (Wilkinson), India and Ghana (Calnan), DRC and Nigeria (Garbin), Germany (Song), Australia (Towers), Nebraska (Breeze), Norway (Chung), and six European countries (Stevens). We also sustain numerous ongoing and shorter-term partnerships with academics leading to the large number of co-authored and Kent-led publications submitted in this exercise, which offer the possibility of building future funded research collaborations.

#### **b. Engagement with Research Users, Beneficiaries, and Other Audiences**

We interact with users, beneficiaries, and co-producers of research through streams of activity that parallel and often merge into the academic-focused activities outlined above. These are illustrated in our impact case studies, and include:



- Attending and delivering papers, typically by invitation, at user conferences, workshops, and symposia convened by Government departments in the UK and internationally, including the Treasury, BEIS, GO-Science, Parliamentary Labour Party, and the Eire Department of Employment, as well as by supranational bodies (EU, European Forum on Primary Care).
- We develop links through the targeted dissemination of material from our research projects, maintaining close contacts with local, national, and international media, and participating in a wide range of print, broadcast, and electronic media (as described in section 1c).
- The research-based advice roles of Chung and Vickerstaff for the Women and Equalities and Work and Pensions Select Committees for BEIS initiatives, leading to the restructuring of retirement support and childcare policies, and of Stevens for the Health and Scottish Affairs Select Committees and the Misuse of Drugs Advisory Group.
- Cottee's work on identifying and tracking ISIS followers, which recently led to two high-profile arrests.
- The high level of engagement with NGOs (including Mencap, KeyRing, National Autistic Society, Autistica, and Advocacy for All) and with users and beneficiaries; for example, through the Family Carer Research Advisory Group, a distinctive feature of the work of the Tizard Centre.

### c. Engagement with Diverse Communities

We maintain links across a wide range of user and co-producer communities, corresponding to the diversity and number of our research interests, through a number of means described in section 1a and the following paragraphs.

#### 1. Contribution to the sustainability of the discipline, support for interdisciplinary research, and responsiveness to national and international priorities and initiatives

We recognise that interdisciplinarity is at the heart of Social Policy and Social Work and essential to the sustainability of the discipline. It is a central feature of our research, nourished by expertise across the wide range of disciplines and methodologies that are included and replenished within the School. Section 1a describes how we support interdisciplinary and multi-disciplinary work through our Research Clusters, our externally funded Research Units, and institutionally recognised Centres, all of which include members from a range of disciplinary backgrounds to develop and enable cross-cutting work. This feeds into our success in pursuing an agile response to priorities and attracting support for research into issues in social policy and social work practice. Examples include:

- The 'Uncertain Futures' programme (Vickerstaff), which drew on contacts with colleagues at seven universities and institutes to respond to a large national initiative and gain substantial research council funding to make a major contribution to academic work and policy in relation to rising retirement ages and flexible retirement.
- The 2015-19 NORFACE programme, which brings together colleagues from six European universities with backgrounds in theoretical work on deservingness (Van Oorschott, Leuven) and the moral economy of welfare (Larsen, Copenhagen, Hvinden, Oslo, Taylor-Gooby, Kent), methodology and labour market studies (Chung, Kent), housing and poverty (Filipovic, Ljubliana), and European political science (Mau, Humbolt, Taylor-Gooby, Kent) to lead an international multi-disciplinary team developing an innovative democratic forum approach to research in welfare state attitudes. This programme introduces a new method into a large and growing field and demonstrates its strengths and limitations.
- The work of the Centre for Philanthropy (Breeze), which draws on sociology, political science, and psychology to explore the factors influencing the success and shortcomings of different approaches and institutional structures in fundraising.

## 2. Wider influence, contributions to, and recognition by the research base of the discipline, and evidence of good citizenship

Members of the School are highly active in a wide range of areas. This contributes to the esteem in which we are held at national and international level. A large number of staff members are Fellows of learned societies:

- Academy of Social Sciences (Hale, Murphy, Netten, Pahl, Pickvance, Ray, Taylor-Gooby, Twigg, Vickerstaff – half of all University of Kent Fellows).
- British Academy (Taylor-Gooby – out of three Kent Fellows).
- British Gerontological Society and Gerontological Society of America (Twigg, Vickerstaff).
- NIHR School for Social Care Research (Milne, Towers, Forder, Murphy).
- Queens Nursing Institute (Kendall).
- Royal Society for the Encouragement of Arts, Manufactures and Commerce (Milne).

We have gained recognition through various awards: CBE (Pahl), OBE (Shemmings, Taylor-Gooby), and MBE (Kendall) for Services to Social Science; the Social Policy Association Lifetime Achievement Award (Taylor-Gooby); the British Society for Gerontology Outstanding Achievement Award (Twigg); University of Kent Annual Research Awards (Breeze, Peckham, Taylor-Gooby, Van Ven and Vickerstaff). De Vries received the *British Journal of Sociology* 2020 award for best paper and Body the Campbell Adamson Best Paper Prize for the Voluntary Sector Research Conference (2019). Chung a top-five finalist for the Rosabeth Moss Kanter Award for Excellence in Work/Family Research (2017). The expertise of School staff is also recognised in their appointment to roles such REF subpanel member for UoA20 (Milne), as well as the wide range of contributions to Government, business, and major NGOs mentioned in section 1c above.

### d. Editorships

Staff are currently (or have been during the REF2021 period) in editorial roles with prestigious journals across the social sciences, including: *Behavioural and Cognitive Psychotherapy* (Langdon); *Canadian Journal of Sociology* (Rootes); *European Journal of Risk Regulation* (Burgess); *Environmental Politics* (Rootes); *Feminist Theory* (Pedwell); *International Journal of Drug Policy* (Stevens); *International Journal of Care and Caring* (Milne); *International Journal of Law, Gender and Sexuality* (Duggan); *International Journal of Positive Behavioural Support* (Baker); *International Journal of Voluntary and Nonprofit Organisations* (Kendall, J.); *Journal of Applied Research in Intellectual Disabilities* (Langdon); *Journal of Applied Research in Intellectual Disabilities* (Murphy); *Journal of Korean Welfare State and Social Policy* (Chung); *Journal of Poverty* (Baumberg-Geiger); *Nonprofit and Voluntary Sector Quarterly* (Breeze); *Primary Health Care Research and Development* (Kendall, S.); *Quality in Ageing and Older Adults* (Milne); *Social Policy and Administration* (Chung, Taylor-Gooby); *Sociology* (Chair, Editorial Board, Strangleman); *Sociological Research Online* (Lyon); *Sociology Compass* (Section Editor: Science and Medicine, Lee); *Sociology of Education Abstracts* (Shilling); *Time and Society* (Lyon); *Tizard Learning Disability Review* (Bradshaw, McGill); *Voluntary Sector Review* (Hogg); *Voluntas* (Kendall, J.); *Women's History* (Logan); and *Work Employment and Society* (Section Editor: Work and Organisations, Strangleman).

Books series editorships include: Co-editor of the Policy Press Book Series *Research in Comparative and Global Social Policy* (Chung), and of the Bristol University Press series *Rethinking Work, Ageing and Retirement* (Vickerstaff).

### e. Membership of, and Contribution to, Research Councils and Other Funding Bodies

Staff are heavily involved in Research Council work, notably for the ESRC (Chatwin, Kirton, Lee, Mitton, Strangleman, Vickerstaff are members of the ESRC peer review college); the NIHR and other major health funders, where staff are both reviewers and panel (college) members; as well as for the British Academy (chairing Newton Fellowships and Small Grants committees, chairing the 'Inequalities and Vulnerabilities' Group, and serving on the 'Shaping the Future' Covid-19

Advisory Committee to SAGE: Taylor-Gooby), Leverhulme, Nuffield, and various overseas bodies, including the Australian Research Council, NORFACE, the EU, and the Dutch Social Science Research Council (Taylor-Gooby). Vickerstaff was appointed to the Strategic Advisory Network, ESRC, UKRI, 2018-19, and chaired the ESRC Centres Competition Panel 2018-19, the ESRC Dementia Panel, 2018, the ESRC Productivity + Panel, 2018, and is a Member of the Panel for UKRI Future Leaders Fellowships (ongoing). Taylor-Gooby was appointed to the ERIC-ESS panel (2019) and the Social Science for Recovery Group (2020-21).

#### **f. Keynotes**

SSPSSR staff are frequently invited to speak at academic conferences, symposia, workshops and seminars, and have delivered more than 150 keynote lectures in the REF2021 period, as well as approximately 250 presentations and a substantial number of public lectures. For example, Taylor-Gooby recently gave the Centenary Sidney Ball Oxford Lecture (2020).

#### **g. Refereeing**

Staff undertake refereeing for a wide range of publications, including all those listed under editorships, and for research council and other grants, including for all the agencies listed under 'Membership of, and Contribution to, Research Councils and Other Funding Bodies' above.

#### **h. Collaborations on PGR Training**

The School is an active member of the ESRC South-East Doctoral Training Centre (now South-East Network for Social Sciences), together with City, UERA, Essex, Goldsmith's, Reading, Roehampton, Royal Holloway, Surrey, and Sussex (see section 2). We secured 40% of the awards available during the REF period.

#### **i. Visiting Professorships**

Staff in the School have held prestigious visiting chairs and fellowships nationally and internationally, and are recognised for their expertise through their appointment as Visiting Professors (for example, Forrester-Jones, University of Toledo; Shemmings, Royal Holloway; Shilling, Uppsala University; Taylor-Gooby, UCL; Wilkinson, University of Navarra).

#### **j. Contributions to Professional Organisations and Networks**

SSPSSR staff are active in many informal and formal networks and associations across social policy and the social sciences, including (staff as members attending and organising conferences and presenting papers): the Academy of Social Sciences; American Association of Geography; American Sociological Association (chair of the Animals and Society Section, Wrenn); British Academy (chair of the Inequalities group, Taylor-Gooby); British Sociological Association, British Society of Criminology, British Society of Gerontology, European Forum for Primary Care (Chair: Kendall, S.); European Social Policy Analysis Network; European Sociological Association; History UK; International Association for the Scientific Study of Intellectual and Developmental Disabilities; International Health Economics Association; Korean Association for Social Policy (Chung); Royal Geographic Society; Socio-Legal Studies Association; Social Policy Association; Society for Research in Higher Education and the Working-Class Studies Association (Strangleman). Staff regularly convene panels at the major conferences of these organisations, and organise conferences, symposia, workshops, and seminars that attract national and international audiences. For instance, the 2019 annual 'Working-Class Studies Association' conference was organised at Kent (Strangleman), the first time the conference was held outside the United States. Warner convened the BSA 2019 Risk conference in London. Nettleingham was lead organiser for the *Sociological Review* Seminar Series in 2019.

**k. External Examining**

Twenty-three members of staff are currently External Examiners for UG and PG programmes in the UK, with numerous others acting as External Examiners for PhDs in the UK and abroad.