Institution: University of Strathclyde
Unit of Assessment: 22 Social Work and Social Policy

a. Overview

UoA22 is the submitting unit for the School of Social Work and Social Policy in the Faculty of Humanities & Social Sciences. The School, created following institutional restructuring of the Faculty of Education and the Faculty of Law, Arts & Social Sciences, combines strengths in Sociology, Human Geography and Community Education with pre-existing strengths in Social Work. This has provided a clear, cross-disciplinary focus on three main research areas: **Children and Young People** (with specialisms in looked-after children and vulnerable young people in care, and youth and criminal justice); **Health and Wellbeing** (both historical analysis and contemporary areas of mental health and disability); and **Citizenship and Communities** (with a focus on ethnicity, identity and sustainable communities). Investments in new infrastructure, appointments in key areas to provide leadership, and a clear strategy to direct research activity have enabled the UoA to foster new collaborations in social policy areas within the Faculty, the University and beyond. The School has distinctive and acknowledged expertise in each of the research areas, enabling it to shape research agendas, address key contemporary social issues across the world, and gain support from national and international funders. The impact of this research has been enhanced by collaborative working with external partners, and by the formation of the Centre for Excellence for Looked After Children in Scotland (CELCIS) and the Centre for Youth and Criminal Justice (CYCJ) in 2010 and 2013 respectively.

b. Research strategy

The UoA is committed to the production of world class research in key areas of social work and social policy. In RAE 2008, Social Work staff were submitted as part of the Glasgow School of Social Work – a joint initiative with the University of Glasgow. The re-organisation of our work in this area has sharpened the focus of our research activity by developing more collaborative and interdisciplinary relationships, especially in the area of Children and Young People.

Our research is organised around three main clusters: Children & Young People, Health & Wellbeing, and Citizenship & Communities. Each area of research has been supported through four strategic initiatives:

- Investment in key appointments to extend social policy connections in each research area (see section c), and investment in a new purpose-built research space for the School (see section d)
- The creation of specialist research and KE centres – the Centre for Excellence for Looked After Children in Scotland (CELCIS) in 2010, and the Centre for Youth and Criminal Justice (CYCJ) in 2013 – to extend our engagement with external partners and other disciplinary experts, and support direct involvement with policy making and professional practice training
- Strengthening the relationship between competitively gained research funding, the delivery of high quality academic outputs, and impact on society (section c), and stronger engagement with partners and potential users at all stages of research – from co-design of projects, co-production to working post-project with users to ensure impact
- Leading the development of social policy as part of the University's Technology and Innovation Centre, expanding external relationships with industry, enterprise, business and academics, and contributing to the Strathclyde International Public Policy Institute in areas of Future Cities and Wellbeing.

Our approach

Aligned with the University's vision of being 'the place of useful learning', we have positioned the School to be recognised as a leading centre for research, knowledge and expertise by governments – both nationally and internationally – and by non-governmental agencies. We assist in understanding and addressing contemporary social issues, whilst also challenging conventional approaches where appropriate. In each of the three main research areas, we work with the voluntary and community sectors as well as statutory bodies in co-producing research and in the identification of solutions to issues of relevance to organisations in these sectors.

Children and young people

Our influence has been deepened through: combined research on education practices within both

social work and community education (attracting support from ESRC and the British Academy on supporting migrant children and families); the creation of CELCIS in 2010 (generating more than £3.4M of support in addition to the core Scottish Government grant of £13M (2011-14)); and on ethics and practices involved with children and community work (**Sercombe** and **McGinlay**). The success of the UoA's Scottish Institute for Residential Child Care (SIRCC) led to its incorporation into the expansion of CELCIS' remit to conduct and coordinate new research and this has seen significant developments and generated leading contributions to research policy and practice. CELCIS involves most major national voluntary and statutory agencies in child care service delivery and training, and performs an important role in deriving impact from research in relation to education, practice and policy. The appointments of **Welch** to coordinate CELCIS' research and **Duncalf** as researcher, together with the involvement of senior School staff (**Stalker, Quinn, Kendrick**), have led to several major research initiatives: on safeguarding children in care and improving transitions in care for looked-after children; on issues specifically relating to care for disabled children and young people; and on research into the education of Social Work practitioners. The secondment of staff (**Connelly and McPheat**) to CELCIS from the School has assisted in directing research, coordinating impacts on government policy, and transforming practice through research-led education including professional learning in the School's MSc programmes. Jointly, the School and CELCIS have extended their reach in researching best practice through collaborations with national and international partners, including UNICEF.

The formation of the Centre for Youth and Criminal Justice (CYCJ) in 2013 extended the role of the former Criminal Justice Social Work Development Centre at Edinburgh. The appointments of a new Director (**Lightowler,** 2013) and additional specialist staff (2 research fellows and a communications officer) are enabling the Centre to extend its relationship with the statutory and voluntary sectors, including strengthening the impact of research into practice and management in relation to social work and youth criminal justice. Alongside the core grant of £1.9M, research funding from ESRC (joint with Barry in the Law School) and the London Probation Trust (**Weaver**), has extended the Centre's "whole system" approach to criminal justice, and launched new research on forensic mental health (September 2013).

Health and wellbeing
Strategic investment and collaboration between social work, sociology and human geography has strengthened our focus on social policy and created new opportunities for work in the area of health and wellbeing*.* **Harris**'s appointment provides a distinctive historical focus with work on the relationship between gender and wellbeing, and investigations into the long-term relationship between gender, height and mortality. His ESRC-funded research into the history of morbidity (undertaken with Aravinda Guntupalli and Andrew Hinde at the University of Southampton and Martin Gorsky at the London School of Hygiene and Tropical Medicine) generated important new insights into long-term patterns of non-fatal illness, and his widely-cited study of *The changing body* (co-authored with Roderick Floud [Gresham College], Robert Fogel [University of Chicago] and Sok Chul Hong [Sogang University]) won the PROSE Award for Excellence in Economics for 2011. **Stalker**'s research on disability with the Scottish Commissioner for Children and Young People (jointly with CELCIS) and membership of the Scottish Government Working Group on Child Protection and Disability have enhanced connections across the School's research areas. **Quinn**'s secondment to the NHS and collaboration with **Knifton** have widened the impact of their research on mental health and the arts, through the Mental Health Arts Festival across Scotland. **Eccles'** research on telecare is engaging with professionals and policy makers through involvement with the Health Technologies at Strathclyde initiative, part of the Technology and Innovation Centre, which brings together expertise on drugs, medical devices, diagnostics and health interventions.

Citizenship and communities
Pioneering grants from the ESRC under its Venture Initiative on Sustainable Communities (2009), First Grant schemes (2010 and 2011) and Transformative Research scheme on crime and safer communities (2013) have helped to create and develop a research platform on citizenship and communities. A twin focus on ethnicity and identity – associated with asylum seekers, refugees and Gypsy/Travellers (**Stewart E, Sime and Clark**) – and on place-making for communities (**Rogerson, Pacione**) has enabled ground breaking research on sustainable communities and the

mobility and absorption of new populations into communities. **Harris** has a long-established reputation for work on the history of the voluntary sector and state-voluntary relations, and has given presentations to the Voluntary Sector Studies Network, the Association of Chief Executives of Voluntary Organisations, and the Association for Research in the Voluntary and Community Sectors. Extension of communities research has been funded by the AHRC (under its Connected Communities programme), the ESRC (on European migrant families) and a partnership focussing on legacies from the 2014 Commonwealth Games in Glasgow, contributing to debates over the changing role of the state in civil society, the role of volunteerism, and community development. We are leading research partnerships with national and international bodies involved in connecting sport and culture (with the Commonwealth Games Federation, Glasgow Life, and SportScotland), in connecting smart cities and smart citizens to create more sustainable and just cities (in the Institute for Future Cities), and with partners on refugees, asylum seekers and ethnic minorities. We are also engaging with public agencies and third sector organisations involved with social care (e.g. UNICEF and Barnardo's) through CELCIS and social work.

Continuing strategic investment and development
Our strategy emphasises further expansion of the three research clusters. CELCIS and CYCJ are expanding their research-led knowledge exchange activity around project-led appointments on permanence and child psychology and justice, respectively. As part of the University's investment in social policy in its Technology and Innovation Centre, the appointment of **Harris** in 2013 has strengthened links with the University's Health Technologies initiative and collaboration with the School of Humanities on health & wellbeing, reinforced with new funding linked to PGR studentships and research fellowships (for 2014). Sustainable communities research forms part of the new Institute for Future Cities (**Rogerson** is Deputy Director), engaging private and voluntary sectors in co-producing research on smart cities. Formed in August 2013, the Institute builds on international research partnerships associated with Glasgow City Council, the TSB Demonstrator City project, the Glasgow City Observatory, and the Sustainable Glasgow Initiative.

c. People, including:
  i. Staffing strategy and staff development
Since 2007, there have been significant changes in the staff complement through strategic investment and departures associated with institutional restructuring. Nellis and Hill retired (but continue to be active in supporting research development as Emeritus Professors), Barry relocated to the School of Law, strengthening collaborations around criminal justice, and Miller moved to the University of Bath in 2011. New appointments have been made to strengthen research on children and young people – **Duncalf** and **Welch** in CELCIS; and **Weaver** and **Lightowler** (as Director of CYCJ) in criminal justice. The appointment of **Harris** as lead in health & well-being reinforces the appointment of **Knifton** and the secondment from The State Hospital (Carstairs) of **Reilly**. Through restructuring, **McGinley, Sercombe** and **Sime** added important education connections to our work on Children and Young People, whilst **Rogerson** and **Pacione** (community studies) and **Clark, Stewart E** and **Sime** (migration and ethnicity) extended the citizenship and communities area.

For senior staff, secondment opportunities have been encouraged where these offer opportunities to increase the national and international reach and impact of our research, and where new research opportunities are generated. **Quinn** (0.5 fte) has worked with the NHS between 2010 and 2013 developing research output in the areas of mental health and care. Along with **Knifton** (jointly funded from the NHS), his research on engaging hard-to-reach communities on mental health, has been translated into major impact (see case studies) and policy change. Stalker's 4 month secondment to Scotland's Disabled Children Liaison Project (2010-11) as project manager also developed impact and policy implementation, and is being followed up through doctoral studentships and knowledge exchange grants. **Rogerson** (0.5 fte secondment, 2011-15) has led a new cross-institutional partnership associated with the 2014 Commonwealth Games in Glasgow, coordinating legacy research, developing evaluation instruments on legacy for the City Council and Scottish Government, and coordinating new academic research projects on economic and social benefits to communities from the event. The position has also contributed to the RCUK Centre on Copyright and New Business models in the Creative Economy, the TSB City Demonstrator Project and an ESRC Transformative Research Award on Crime and Cities. Reinforcing the co-productive nature of our research, **Reilly** (seconded 2013-4, from NHS State Hospital, Carstairs) is exploring

service users' participation in a co-production model of social welfare (with **Macintyre** and **Stewart A)**.

Within the School of Social Work and Social Policy, each new and early career staff member is mentored by more established colleagues with meetings at least every 6 months, with additional support and guidance from the Head of School. All staff participate in the University's annual Accountability and Development Review (ADR). The ADR meetings are used to identify ways in which the School and Faculty can help staff achieve their agreed targets and aspirations. Staff have been supported by attending courses aimed at research development on project management (helping 2 staff members to secure ESRC First Grants), and report writing (generating impact from research in projects). Staff career development support has also enabled 3 colleagues (Milligan, Goldberg and Fassetta) to receive PhDs.

A sabbatical and research leave programme is managed by the School, with qualifying staff being provided either a semester with no teaching or administrative duties, or with time for doctoral studies. 11 staff have benefitted from this scheme since 2008, resulting in 13 publications and 4 successful research grant awards. Structured staff support has also resulted in competitively won internal and external funding to reduce non-research time commitments, stimulate collaborative and innovative research (4 Bridging the Gap awards), initiate new targeted research projects (3 awards), and establish a fellowship (1 ESRC award).

The School arranges short residential writing retreats 2-3 times a year to support staff in the preparation of research outputs within a non-judgemental, cooperative environment. 18 academic and research staff have used this scheme, with ECRs (**Weaver, Stewart A, Stewart E, Steckley**) finding it useful to support preparation of international quality publications. Also, since 2012, workshops have been held throughout each year to support the preparation of grant applications aligned with the UoA's research strategy. For both journal writing and grant applications, internal peer review panels provide constructive feedback, increasing the success rate.

A range of University programmes has supported the development of the UoA's staff at different stages of their research career: Strathclyde's Programme in Research and Leadership (SPIRAL), launched in 2011, develops and strengthens leadership across research and KE from early years through to established researchers; end-of-contract support is offered to research staff where relevant by the University's Research & Knowledge Exchange Services (RKES); the Organisational and Staff Development Unit provides one-to-one training on request and provides personal and skills development courses (all early-career staff have attended 2 or more courses; 4 other staff have attended specialist courses). In September 2011, the University achieved the EU HR Excellence Award demonstrating full implementation of the Career Development of Researchers Concordat. Reflecting its inclusive approach, the University achieved the Athena Swan Bronze Award in August 2011, recognizing that it has a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff. In developing research projects and seeking grant funding, UoA staff have been supported by development programmes offered by RKES and the Faculty's Research & KE Team (RaKET) – see Income, infrastructure and facilities for more details on their specific support to the UoA.

ii Research students
Restructuring of the School's research priorities has helped to generate a more supportive approach to our doctoral students and a stronger alignment of postgraduate activity with the School's primary research areas. The formation of a Faculty wide Graduate School has allowed all the UoA doctoral students to be co-located with cognate disciplines in a single, dedicated suite of facilities. Spaces to enhance writing (e.g. quiet spaces with IT facilities), collaborative spaces (e.g. graduate discussion spaces), joint research programmes, and the sharing of best practice in conducting research and developing research outcomes form the core of the Graduate School, with a dedicated Support Team located in the Faculty. All students participate in a faculty-wide training programme for core generic and transferable skills as part of their study programme. The introduction of an enhanced annual review process and regular monitoring of each student's performance and needs has enabled tailored support to be made available. This review process

helps direct resources to supporting research activity (e.g. funding for dissemination of research through travel grants, support for applications to external funding bodies) and ensures timely completion of research degrees; the number of successful completions has doubled in the last three years.

Aligning research students with the School's research strategy has seen enhanced collaboration with other social work and social policy researchers, through membership of both the Social Work and Social Care pathways in the ESRC Doctoral Training Centre. PGR students in the UoA have benefited from the Advanced Training Seminars organised by the pathway and held at Strathclyde and Stirling Universities, at which leading social work and social policy scholars discuss methodological and ethical issues in social work research. Students have also benefited from the opportunity to attend two DTC Summer Schools held in Edinburgh in 2012 and 2013, and have played an active role in the "Issues in Advanced Social Work" postgraduate research seminar series. Under the ESRC scheme, Strathclyde has been successful in having the top-rated student in the Social Work competition in each of the last three years. Other collaborative research studentships have developed from research partnerships, including with Volunteer Development Scotland and Sustainable Glasgow Initiative, and the award of a University studentship to support research into transitional justice and historic abuse.

Within the School, relationships between research students and other academic researchers are maintained through the regular seminar series, providing opportunities for both students and staff to present their research to practitioners and academics alongside invited external speakers. This has led to joint working between students, staff and social work agencies, supporting MSc and PhD research. From 2015, all students will be given the opportunity to engage with external agencies relevant to their studies, extending the current practice within social work, and be offered the opportunity to develop international links as part of their degree in accordance with the UoA's strategic objective of increasing international partnerships.

By encouraging undergraduate students to engage with the School's research expertise in social work and social policy, we have been successful in linking academic researchers, external partners and potential research students through the competitive Strathclyde Internship Programme and through submissions to external funders. In the last three years, four of our students have won internships to work with research teams before graduating and 2 of these students have continued into doctoral research. Carnegie Undergraduate Vacation Scholarships have also supported this pathway, with the University of Strathclyde securing the largest single share (33%) of the 100 available in 2013, including 2 to the UoA.

d. Income, infrastructure and facilities

Reflecting our strategic priority to enhance research funding to assist in the generation of high quality output and impact, each of the research clusters has attracted significant competitive research council funding (13 ESRC Grants, 1 AHRC grant, 6 British Academy grants) and European funding (FP7). These have included the award of an ESRC Research Fellowship (**Davidson**), a venture initiative grant from the ESRC (**Rogerson**, with Manchester and Warwick Universities), two ESRC first grants (**Stewart E, Sime**) and membership of a larger research consortium leading to an ESRC Transformative Research Award (100% at Strathclyde). Open competition funding from major charitable funders has included awards from Leverhulme, British Council, Nuffield Foundation, Esmee Fairbairn Foundation, British Association for the Study & Prevention of Child Abuse & Neglect, Mental Health Foundation, Save the Children Fund, CfBT Education Trust, Sir Halley Stewart Trust, and the Venture Trust.

Core funding from central government has enabled the creation of the two Centres within the School, and formed a platform to connect research with users, including leading international and national agencies, and local and national government. Research has been commissioned by the UN on Alternative Care of Children, and by the Council of Europe on Romani Studies. Government departments that have benefited from our research include the UK's Department of Work & Pensions and Scottish Government's Chief Scientist Office. In Scotland, competitive funding has been won from social work and social policy bodies, e.g. Scotland's Commissioner for Children & Young People, the Institute for Research & Innovation in Social Services, and the Scottish

Community Development Centre. We have also worked with industry (including SSE and Veolia under the Sustainable Glasgow initiative), and leading voluntary and community organisations who help to develop impact from the research (including NSPCC, Action for Children, Care Leavers Association, Scottish Refugee Council, Crossreach, UNISON and the Church of Scotland). Opportunities for innovative research have been generated, including that to support legacy research from the Commonwealth Games (co-funded by three Universities and government), in relation to looked-after children (collaborative partnerships involving researchers in the public and third sectors), and in health & wellbeing (through partnerships with NHS and voluntary organisations).

Academic staff have been supported to focus on project delivery, international research output, wider engagement, and the generation of impact by institutional investment in research support structures. The central University Research and Knowledge Exchange Services (RKES) department provides professional services to support funding applications, manage contractual agreements and develop engagement with partner organisations. Further support comes from the Faculty's Research and Knowledge Exchange (RaKET) and Planning & Resources teams on project costing, budgeting and financial management associated with grants.

Research initiatives and collaboration with external partners have been significantly enhanced through the University's £29M infrastructure investment, creating a purpose-built research space for all research staff (previously distributed over two campuses), enhanced IT resources for the Faculty, and two dedicated spaces for the Research Centres. Investment has also made in a new Graduate School providing a supportive environment for all doctoral students, and in a single library facility with enhanced online and digital resources.

Competitive internal funding (2012, 2013) has supported relationships with commerce, policy makers and community organisations as part of Engage with Strathclyde events, and four internal Bridging the Gap grants have been used to develop cross-disciplinary partnerships (each of which has generated further funding or academic output). Funding from Scottish Government of more than £14.9M is supporting the research and knowledge exchange roles of CELCIS and CYCJ.

Social policy research is supported by the UoA's participation in the development of the social policy strand of the Technology and Innovation Centre (TIC) and its contribution to the Strathclyde International Public Policy Institute (SIPPI). The TIC is the University's £89M specially-designed vehicle to enhance partnership with industry, business and policy sector, and the School is involved in the priority areas of Health Technologies and Human & Social Aspects of Technology. With investment support from Scottish Enterprise and the Scottish Funding Council, the TIC is enabling industry and other collaborators to co-locate with research groups, either part-time or full-time, in shared work spaces. The School is currently engaged with industrial partners (including SSE, Scottish Power) and government agencies (Glasgow City Council, NHS, Scottish Enterprise) and these links will be extended through the TIC sectors. Associated with the formation of SIPPI, the School is directly involved with the Institute for Future Cities and the associated £670K EU FP7-funded STEP-UP project on smart cities, involving partners in Riga, Gothenburg and Ghent, as well as the TSB Future Cities Demonstrator projects and ESRC Transformative Research on predictive crime in Glasgow. Our contribution focuses on behavioural change and citizenship in relation to smarter, safer and connected communities. This will be extended as the Institute for Future Cities develops a research centre in wellbeing and policy.

By combining strategic investment in each research cluster and our Centres of Excellence with participation in the University's multi-disciplinary research institutes and initiatives, the School will continue to produce world-class research, supported by further competitive external research funding and collaboration with international partners and in academic networks, thereby extending the impact of our research.

e. Collaboration or contribution to the discipline or research base
Within Strathclyde, we have undertaken collaborative research with colleagues in the School of Education as part of the Faculty's strategic theme of 'Children and Young People'; this has included work through CELCIS and through individual projects. Close links have also been forged

with Law (as part of CYCJ and activity including the ESRC project on Regulating Justice); with English, Education, Marketing and Statistics on anti-social behaviour online in social networks (academic paper published from international E-Cyber conference, Prague); with Architecture on sustainable design and homes (leading to the ESRC Festival of Social Science event); with History (on oral histories of children's service workers); and with Journalism Studies on terrorism (leading to a successful EU FP7 grant). The School's disability research has established links with specialist research groups in Glasgow and Edinburgh Universities. Also, cross-disciplinary research into sustainable communities has been supported through network grants from ESRC, AHRC and the British Academy to establish interdisciplinary teams in geography, planning, education, and architecture across Europe, and is being extended to connect with business, science and engineering through the smart city/smart governance/smart citizen focus in the Institute for Future Cities.

Existing networks/clusters
Within CELCIS, the Scottish Institute for Residential Child Care operates as a network bringing academic researchers and practitioners together, through national conferences, CPD provision and collaborative research projects – including development of a human rights framework on historic child abuse, and social pedagogy approaches. A network of 100 academics and public organisations interested in exploring issues of sport-event legacies, primarily associated with the 2014 Commonwealth Games in Glasgow, but with connections to London 2012 Olympics and Gold Coast 2018. **Harris** was a founding member of the European COST Action A34 Network on Gender and Wellbeing and acted as the group's UK Coordinator. **Clark** is a founding scientific committee member of the Council of Europe Academic Network on Romani Studies, coordinating research on this citizen group across Europe, with the aim of supporting intercultural dialogue and social inclusion.

National and international academic collaborations
International collaborations include partnerships under ASPEN (a Europe-wide research project on depression, stigma and social responses in mental research health, linking with medicine [Kings College, Verona], NGOs and human rights groups [MDAC Hungary]). Research on the history of friendly societies and morbidity has involved colleagues at the University of Southampton and the London School of Hygiene and Tropical Medicine. **Harris**'s study of *The changing body* was coauthored with colleagues at Gresham College, the University of Chicago and Sogang University.

Nationally, we collaborate with IRISS (Institute for Research and Innovation in Social Services) and the Faculty of Medicine at Edinburgh University. Collaboration in the area of civil society and the third sector work has involved colleagues at the Universities of Birmingham, Lincoln, Middlesex, Southampton and Westminster. Collaboration with the Mental Health Foundation and NHS includes the Mindreel project and Moving Minds, whilst collaborations across 11 university teams (each with non-academic partners) were central to the Sustainable Communities programme. The international standing of staff has been reflected in invitations to act as external international examiners for doctoral theses at Murdoch University, the University of Western Australia, the University of New South Wales, and Lund University, as well as several UK universities.

Seminar series, editorships, conferences
As part of its knowledge exchange strategy around research the School holds a wide variety of events with partners. CELCIS organises regular seminars/workshops to integrate policy, research and practice on key issues including Changing Culture (2011), New Approaches (2012) and Partnerships (2013), and has hosted the European Scientific Association on Residential & Family Care conference in 2012, and the annual SIRCC National Conference, bringing together international academics and practitioners.

Staff have given keynote presentations at international conferences relating to each of our research areas. These have included: Mental Health Europe conference, Aalborg, Denmark (2008); Chinese Geographical Society, Beijing (2009); Voluntary Sector Studies Network, Annual Conference, University of Warwick (2009); Gypsy Lore Society Annual Conference, Finland (2009); International Symposium on Crossing the Borders in Social Work, Brdo, Slovenia (2010); 17th

International Seminar on Urban Form, Hamburg (2010); Romani Mobilities in Europe Conference, Oxford (2010); Social Care Ireland National Conference, Athlone (2011); International Youth Studies Conference, Maynooth (2012); Professional Open Youth Work, Europe Conference Vienna (2012); the Sound Economic History Conference, Tampere (2012); and the Commonwealth Conference on the Education and Training of Youth Workers, University of South Africa Pretoria (2013).

Staff are involved with the editorial processes of leading disciplinary journals as Editors (*Journal of Applied Geography*, *Journal of Youth Work*, *Journal of Public Mental Health, Scottish Journal of Residential Child Care*), special issue editors (*Journal of Refugee Studies*, *Children & Society*, *Journal of Public Mental Health*), as Consulting Editor (*Youth Studies Australia*), and as Editorial Board members (10 journals). **Harris** is co-editor of the Ashgate book series on Gender and Well-Being, and **Kendrick** edits Jessica Kingsley's Research Highlights in Social Work Series.

Contributions to learned societies
Harris was a member of the Economic History Society's Conference Committee (2010-2) and an *ad hoc* member of the Society's New Researchers' Prize Committee in 2011 and 2013; **Kendrick** is Vice-President of the European Scientific Association on Residential and Family Care for Children and Adolescents (EUSARF) and a member of the Research Advisory Board of the Danish National Centre for Social Research (SFI); **Knifton** co-chairs the UK-wide Faculty of Public Health committee on mental health and was previously co-chair of the UK Public Health Association, Mental Health Section; **Pacione** is a member of the editorial committee overseeing the *Scottish Geographical Journal* and served on the management committee of the IGU Urban Commission in 2008-12; **Rogerson** is chair of the RSGS (Royal Scottish Geographical Society) Research & Scientific Advisory Committee, and a member of the Board and Trustees of the RSGS; and **Sercombe** is a member of the Registration committee of the Standards Council for CLD in Scotland. **Pacione** was awarded the Research Medal of the Royal Scottish Geographical Society in recognition of his "outstanding contribution to geographical knowledge through research and publication" in 2009.

Staff from across the UoA have acted as members of the AHRC's and ESRC's Peer Review Colleges (3 staff each) and 3 staff have also served on specialist panels for the RCUK Connected Communities programme. Staff have also reviewed applications for the British Academy, Leverhulme Trust, and Joseph Rowntree Foundation; for community funding bodies including the Big Lottery Fund and Community Foundations; for international research councils in Australia, Canada, Norway, Denmark, Iceland, and Hong Kong; and for specialist funders such as the Marsden Fund (New Zealand), Fonds National de la Recherche, Luxembourg; and the Portuguese Foundation for Science and Technology.

Collaborative PGR training
The School is a founding member of the Scottish DTC, offering pathways in both Social Work and Social Care; **Stalker** represented the University on both pathways within the DTC and sits on the SGS-DTC Scotland Supervisory Board. We also established collaborative training arrangements with other Departments as part of the disciplinary Scottish Doctoral Programme (2008-2010), and in Sociology (joint research training with Glasgow and Stirling Universities).

Staff have also contributed to postgraduate and specialist training events overseas, including the Summer School on Quantitative and Qualitative Methods and their Relative Merits in Research on Gender and Well-Being, University of Sassari, Sardinia (2009); Masters programme in Women, Gender and Citizenship Studies, University of Barcelona (2010); Postgraduate Training Program on Demography, Statistics and Health, Spanish National Research Council, Madrid (2011); Norwegian University of Science and Technology and the University of Reykjavik (2011); and History of Science XIV of the National Doctoral Program Spring Conference, University of Tampere, Finland (2012).